

Denison Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C



Public Presentation Date: September 16, 2025

Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to:

- Prepare for and Embrace growth
- Protect the Culture
- Value our Stakeholders
- Be the District of Choice

Value Statement

WE BELIEVE:

Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their child's performance and working collaboratively and positively to maximize their child's experiences.
- Serve as good stewards of resources provided by the community.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	8
District Culture and Climate	11
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	16
Family and Community Engagement	18
District Organization	20
Technology	21
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	25
Goals	28
Goal 1: Every employee of the district will work to provide quality learning experiences for student success.	28
Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.	56
Goal 3: Provide a safe and orderly school climate that is conducive to learning.	61
Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.	65
State Compensatory	71
Budget for District Improvement Plan	71
Personnel for District Improvement Plan	71
Title I	73
Descriptor 1: Student Progress Monitoring and Supports	73
1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	73
1.2: Identifying students who may be at risk for academic failure;	73
1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	75
1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	76
Descriptor 2: Teacher Quality	76
Descriptor 3: School Improvement and Support Activities	76
Descriptor 4: Measure of Poverty	77
Descriptor 5: Nature of Programs	78
Descriptor 6: Services to Homeless Children and Youth	78
Descriptor 7: Parent and Family Engagement Strategy	78
Descriptor 8: Early Childhood Education Programs and Transition Plans	78
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	79
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	79
10.1: Coordination with institutions of higher education, employers, and other local partners;	79
10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	79
Descriptor 11: Discipline Disproportionality	79

Descriptor 12: Coordination and Integration	80
12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;	80
12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;	80
Descriptor 13: Other Proposed Uses of Funds	80
13.1: Assist schools in identifying and serving gifted and talented students;	80
13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. .	80
Title I Personnel	82
Assurances	83
Statutorily Required Assurances	83
District Funding Summary	84
Policies, Procedures, and Requirements	97
Addendums	98

Comprehensive Needs Assessment

Demographics

Demographics Summary

Denison ISD consists of nine campuses; Denison High School grades 9-12, Pathways Alternative High School, Scott Middle School grades 7-8, B. McDaniel Intermediate School grades 5-6, Hyde Park Elementary Grades K-4, Lamar Elementary Grades K-4, Mayes Elementary Grades K-4, Terrell Elementary Grades K-4, and Houston Early Childhood School Grades PreK, Bilingual PreK and Head Start. Student enrollment in 2023-24 was 4,935 students. This is an increase from 4855 in 2022-23. The 2023-24 enrollment includes 8.8% African American, 25.4% Hispanic, 52.3% White, 1.6% American Indian, and 11.3% identified as two or more races. Denison has 49.2% female and 50.8% male students. The Hispanic population has increased by approximately 2.3% over the last 3 years, and 2 or more races have increased by 1.9%. The African American population has decreased by .4% over the previous three years, and Whites have declined by 3.7%. DISD has 67.6% economically disadvantaged, 9.1% Section 504 students, 8.4% students with dyslexia, 17.0% special education, and 44.5% identified as at-risk. Bilingual/ESL education shows growth from 8.2% in 21-22 to 10.0% in 23-24. Gifted and Talented is 3.4%.

The mobility rate for Denison is 16.0%, and the Total Student Attrition is 20.4%. The highest retention rates for non-special education students are at kindergarten at 8.0%, first grade at 3.7%, and 9th grade at 9.5%. The highest retention rates for special education students are at first grade at 5.0% and 9th grade at 16.2%.

Denison's teacher demographics are somewhat aligned with the student demographics. Over the past five years, the percentage of African American teachers has increased from 4.7% in 21-22 to 5.7% for 23-24 and the percentage of Hispanic teachers increased from 5.4% to 6.8%. The percentage of white teachers has decreased from 86.4% in 21-22 to 81.6%. 73.9% of teachers hold a bachelor's degree while 24.2% have a master's degree. The percentage of beginning teachers increased from 9.8% in 2022-23 to 13.7% in 2023-24 while the percentage of teachers with 1-5 years of experience increased from 25.6% in 22-23 to 27.2% in 23-24. Teachers with 0 - 5 years of experience increased from 22.2% (21-22) to 27.2% and the percentage of teachers with 6 - 10 years of experience increased from 16.0% to 17.6%. The percentage of teachers with 11 or more years of experience has dropped from 44.5% (21-22) to 41.5% (23-24). The teacher turnover rate decreased from 18.1% in 2021-2022 to 14.7% in 2023-2024.

Demographics Strengths

Student demographics

- Steady increase in enrollment over the past five years
- Consistent mobility rate constant over time and in alignment with state and region averages

Bilingual

- Increased number of Hispanic and Spanish-speaking staff
- DISD has an established bilingual program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denison ISD students identified with special learning needs (SPED, 504, Dyslexia, ELL, At Risk) require additional and specialized support.

Root Cause: The special learning needs population has increased. There were 717 special learning needs' students in 21-22 and there were 840 in 23-24.

Problem Statement 2: The retention rates for Denison ISD students in kindergarten are significantly higher than the state average (State = 1.3% and District = 8%).

Root Cause: For 1st grade they are almost twice the state average (2.1% for state and 3.7% for district) and for 9th grade they are almost 2% above the state average (7.9% for state and 9.5% for district).

Student Achievement

Student Achievement Summary

2024-2025 and 2023-2024 Accountability Ratings came out the same day on 8/15/25.

Academic growth for 2025 for the district reflects 2321 STAAR tests with one point earned for growth, 240 tests with a half point earned for growth, and 1430 tests with zero points.

2025 data shows that the student groups scoring at or above state averages on STAAR at the Meets level in reading include Asian and Special Education. The student groups scoring at or above state averages on STAAR at the Meets level in math were Economically Disadvantaged (= to state), Special Education, and Emergent Bilingual. Student groups scoring at or above the district average on STAAR Reading in Academic Growth, for 24-25, include White, Asian, Two or More Races, SPED, and continuously enrolled students. Student groups scoring at or above the district average on STAAR Math in Academic Growth include Hispanics and Asian, Two or More Races, Special Ed (former), non-continuously enrolled, and Emergent Bilingual.

Early learning achievement data for the past three years was evaluated for Denison ISD. The Kindergarten Readiness Indicator for 2023-2024 school year shows that 41.7% are ready for Kindergarten, which is a drop from 70.3% in 21-22 school year.. The retention rate in kindergarten is 6.7% above the state average. Kindergarten students with a special education identification are retained at a lower rate than general education students.

Scores for the 2025 STAAR were evaluated and compared with state averages.

Math Spring 2025 STAAR Grade 3-8 Results - District & State				RLA Spring STAAR 2025 Grade 3-8 Results - District & State			
	Performance	District	State		Performance	District	State
3 English Only	Approaches	72	70	3 English Only	Approaches	75	78
	Meets	44	45		Meets	50	52
	Masters	13	19		Masters	17	23
4 English Only	Approaches	62	68	4 English Only	Approaches	79	81
	Meets	34	46		Meets	42	54
	Masters	16	24		Masters	14	24
5 English Only	Approaches	68	73	5 English Only	Approaches	75	77
	Meets	42	46		Meets	53	58
	Masters	17	22		Masters	25	30
6	Approaches	78	72	6	Approaches	80	75
	Meets	40	37		Meets	51	54
	Masters	12	15		Masters	23	28
7	Approaches	59	52	7	Approaches	73	74
	Meets	36	32		Meets	47	52
	Masters	14	11		Masters	22	27
8	Approaches	50	69	8	Approaches	74	80
	Meets	23	44		Meets	48	57
	Masters	4	17		Masters	20	31

Science and Social Studies Spring 2025 STAAR Grade 3-8 Results District-State			
	Performance	District	State
5 English Only	Approaches	61	64
	Meets	29	29
	Masters	10	12
8	Approaches	66	72
	Meets	37	46
	Masters	10	18
8	Approaches	53	55
	Meets	22	30
	Masters	10	16

Spring 2025 STAAR End-of-Course District-State			
		District	State
Algebra I	Approaches	74	76
	Meets	49	47
	Masters	32	29
Biology	Approaches	96	91
	Meets	69	62
	Masters	20	21
English I	Approaches	64	66
	Meets	46	52
	Masters	12	16
English II	Approaches	69	71
	Meets	49	57
	Masters	6	9
US History	Approaches	94	94
	Meets	63	68
	Masters	28	37

Four-year and 5-year longitudinal graduation rates are 95.3% and 97.7% respectively. The dropout rate for grades 9-12 was 2.9% and the attendance rates is 93.7% (22-23 school year). 83.0% of 2024-25 graduates met the criteria for College, Career, or Military Readiness (CCMR), which is an increase from 74% from the 23-24 school year. College-ready graduates are 77.0% (24-25), an increase from 71.0% (23-24) and career or military-ready graduates are 17.2%.

17% of 2025 graduates completed dual credit courses, up from 7% for 2024 graduates, and 62.0% of graduates met TSI criteria in both subjects, up from 58% in 23-24. After school year 2022-2023, 9.4% of graduates enrolled in Texas Public 4-year universities and 31.5% enrolled in Texas public 2-year colleges.

Student Achievement Strengths

Graduates and CCMR

- The four year graduation rate increased from 92.9% to 95.3%
- The number of students graduating College, Career, or Military Ready (CCMR) increased from 74.0% to 83.0%.

Assessment Results

Student groups scoring at or above state averages on STAAR

- at the Meets level in reading include Asian and Special Education.

- at the Meets level in math were Economically Disadvantaged (= to state), Special Education, and Emergent Bilingual.
- at or above the district average on STAAR Reading in Academic Growth, for 24-25, include White, Asian, Two or More Races, SPED, and continuously enrolled students.
- at or above the district average on STAAR Math in Academic Growth include Hispanics and Asian, Two or More Races, Special Ed (former), non-continuously enrolled, and Emergent Bilingual.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Percentage of students scoring at the Meets level in 2025 in English I and II are 46% and 49% respectively.

Root Cause: Writing instruction occurs in isolated subjects rather than across the curriculum.

Problem Statement 2: Percentage of students achieving the Meets standard level for all grades in Mathematics in 2025 was 38%.

Root Cause: The district focus has been to meet the minimum passing standard (approaches), rather than growth.

Problem Statement 3: Percentage of students achieving the Meets standard level for all grades in Reading in 2024 was 46%.

Root Cause: The district focus has been to meet the minimum passing standard (approaches), rather than growth.

Problem Statement 4: Percentage of students achieving the Meets standard level for all grades in Science in 2024 was 42%.

Root Cause: The district focus has been to meet the minimum passing standard (approaches), rather than growth.

Problem Statement 5: Percentage of students achieving the Meets standard level for all grades in Social Studies in 2024 was 41%.

Root Cause: The district focus has been to meet the minimum passing standard (approaches), rather than growth.

Problem Statement 6: 83.0% of students achieved College, Career, and Military Readiness (CCMR) criteria in 2024-2025, but a significant number of students earned this credit with a College Prep course rather than TSI, ACT, or SAT.

Root Cause: Annual graduates are not attaining Industry-based Certification nor assessment criteria (TSI, ACT, SAT). From 24-25, 77% met criteria for RLA, with 11% from TSI, 7% from ACT, and 16% from SAT. 57% of students earned CCMR from a college prep course. From 24-25, 68% met criteria for Math, but only 15% from TSI, 13% from ACT, and 10% from SAT. 9% of students earned an IBC in 24-25.

District Culture and Climate

District Culture and Climate Summary

High expectations for student success are the basis for decisions made in Denison ISD. A clear focus on student achievement has been established by the implementation of professional learning communities (PLCs) across the district. Time is designated on each campus for the PLCs. Teachers learn to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and the central office. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

Attendance rates for Denison ISD were 91.6% in 2021-22 and 93.5% in 2022-23. Chronic Absenteeism was 33.5% in 2021-22 and 19.6% in 2022-23. Truancy measures, Tribunal Courts, and Communities in Schools counselors have been utilized to address lower post-COVID attendance rates.

Common to most schools/districts, student behaviors can be a barrier to success. Threat Assessment Teams have been established at each campus. A full-time Denison ISD Police Department was established during the 2023-24 school year. Denison ISD police officers are employed at every campus. An elementary In-School Suspension classroom is housed at B. McDaniel Intermediate School.

Discipline data was examined regarding the 2023-24 school year. Approximately 811 incidences resulted in In-School Suspension (ISS), 309 incidences resulted in Out-of-School Suspension (OSS), and 191 incidences resulted in students being assigned to DAEP.

	2023-2024	2022-2023	2021-2022
DISTRICT CUMULATIVE YEAR END ENROLLMENT	5412	5309	5158
DISTRICT DISCIPLINE POPULATION	927	836	753
DISTRICT DISCIPLINE RECORD COUNT	2911	2853	2448
COUNT OF STUDENTS EXPELLED	*	51	*
MANDATORY DAEP REMOVALS	161	54	53
DISCRETIONARY DAEP REMOVALS	75	111	122
COUNT OF STUDENTS SUSPENDED IN SCHOOL	811	755	659
STUDENTS SUSPENDED OUT OF SCHOOL	309	310	295
04-CONTROLLED SUBSTANCE/DRUGS	*	23	22
21-VIOLATED LOCAL CODE OF CONDUCT	1928	1954	1745
36-FELONY CONTROLLED SUBS VIOLAT	*	42	*
41-FIGHTING/MUTUAL COMBAT	23	38	33
59-SERIOUS MISBEHAV WHILE IN DAEP	*	11	*
62-MARIHUANA OR THC	33	*	*
63-E-CIGARETTE	73	*	*

* indicates counts or percentages are masked to comply with the Family Educational Rights and Privacy Act (FERPA).

The district created a district-level behavior specialist position and hired three full-time Communities in Schools counselors to support the social and emotional needs of students. Communities in Schools Counselors:

- Served 2286 students
- Made 28 home visits
- Provided basic needs for 1519 students, individual therapy for 10 students, academic supports for 133 students, and mental/behavioral health supports for 107 students.

- Provided enrichment for 99 students
- Conducted 23 Tier I activities and 62 tier II activities
- Provided 4756 Tier III individual support service

Based on the Communities in Schools Student Survey, 84% of students rated their mental health at the beginning of the year between 1-7 and 16% rated mental health between 8-10. At the end of the year, only 42% of students rated between 1-7 and 58% rated between 8-10. 94% of students responded that CIS was a positive benefit for them. Positive feedback from students improved by 17%, which may be due to students receiving case management services for two consecutive years.

For the 2025-2026 school year, Communities in Schools Counselors will be added to the four elementary campuses.

The District Mental Health Committee completed the Grant Haliburton Foundation SHAPE survey in 2023-2024. The survey highlighted achievements, identified gaps and challenges, and provided action recommendations. The survey revealed a lack of dedicated resources for identifying research-based Tier 1 supports and interventions, a lack of evidence of consistent intentional use of research-based Tier 1 supports and interventions, and a lack of documentation used in reporting evidence and impact to stakeholders. The results of this survey are still utilized to guide district decisions.

District Culture and Climate Strengths

The district has strong collaborative structures in place, as well as academic and behavior intervention structures. Professional learning communities and targeted interventions are a definite strength of the district, which enhance the overall culture and climate. Threat Assessment Teams quickly respond to students at every campus.

Denison ISD has collaborated with the Grant Haliburton Foundation and Texoma Health Foundation to assess and identify social emotional needs of staff, students, and families. Comprehensive supports have been put in place at each campus to foster SEL health through professional development, SEL curriculum, and support teams. The District Mental Health Committee completed the SHAPE survey to identify needs.

Denison ISD collaborated with Communities in Schools to provide an additional counselor at Denison High School, Scott Middle School, and B McDaniel Intermediate. Denison ISD benefits from a long-standing culture of community and parental support.

Truancy measures, Tribunal Courts, and Communities in Schools counselors have been utilized to address lower attendance rates post-COVID.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: 174 students assigned to DAEP were identified as at-risk

Root Cause: Inconsistently implementing positive behavior interventions, accommodations, and supports in lieu of punitive disciplinary actions.

Problem Statement 2: 71 students assigned to DAEP were identified as special education

Root Cause: Inconsistently implementing positive behavior interventions, accommodations, and supports in lieu of punitive disciplinary actions.

Problem Statement 3: 191 students assigned to DAEP were identified as economically disadvantaged

Root Cause: Inconsistently implementing positive behavior interventions, accommodations, and supports in lieu of punitive disciplinary actions.

Problem Statement 4: 21.8 % of African American Special Education students were assigned to Out of School Suspension or Expelled for less than or equal to 10 days as compared to 7.7% of the Special Education population.

Root Cause: Stereotypes and generalizations influence how educators view and treat minority students and how they prescribe discipline.

Problem Statement 5: Gaps and Challenges identified in the SHAPE survey include lack of definition of teams, duplication of efforts, lack of clarity for efficient teams, systemic data share process and lack of clearly defined policies and practices.

Root Cause: Lack of clear policies and lack of training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Denison ISD employs 464 professional staff, 97 educational aides, and 69 auxiliary staff. Professional staff includes 368 teachers, 63 professional support, 19 campus administrators, and 14 central office administrators. 5.7 percent (5.7%) of teachers are African American, 6.8 percent (6.8%) are Hispanic, 81.6% are White, 1.9 percent are American Indian, and 3.8% are Two or More Races. 73.9% of teachers hold a Bachelor's degree and 24.2% hold a Master's degree. The average years' experience of principals is 10.2 years, and the average years' experience of teachers is 11.1 years. The turnover rate for teachers is 14.7%, which is 4.4% below the state average.

Data for the 2025 hiring season was collected in order to identify possible patterns of the type of positions that were vacated, as well as possible categories of reasons that positions were vacated. Exit surveys and/or interviews were conducted during the 2024-25 school year. The focus of the analysis was on professional (certified) positions.

Possible reasons for leaving were: retirement; long-term maternity; exiting the field of education; professional advancement; relocation; neighboring districts; and others. Turnover Rate for teachers in the district for 23-24 was 14.7%, which is 4.4% lower than the state percentage.

Human resources personnel attended six job fairs in the North Texas area and maintained vacancy postings through the district's Frontline Application. The district worked closely with several educator preparation programs to place student observers and student teachers. This practice allows district personnel to closely observe and interact with potential teachers, as well as provides an avenue for dialogue to occur with university personnel regarding the district's specific staffing needs.

Discussions have been held regarding continued and concerted efforts to support all staff members in growing professionally and being successful. Staff retention is critical during the state's shortage of teaching staff. A longevity stipend has been added to our compensation plan, recognizing the longevity of our staff with an additional stipend. There have also been discussions about intentional methods of expressing appreciation to staff members for their tremendous efforts on behalf of the students and community.

In the fall semester of 2022, the district employed a Director of Human Resources to assist with the recruitment and retention of teachers and other staff.

Staff Quality, Recruitment, and Retention Strengths

The district's salary structure for new teachers is competitive with districts within Grayson County. The culture that has been established in Denison continues to attract teachers to work in the district. The district mentoring program continues to provide tremendous support to beginning teachers. Denison's new and updated facilities also play an integral role in recruiting and retaining quality staff. District and campus leadership continues to provide strong leadership, stability, and support for all staff members. Efforts of the community to welcome new employees and support existing staff members certainly enhances recruitment and retention of staff members.

All 4 elementary campuses have assistant principals to support students, staff, and families.

Communities in School Counselors have been added to all K-12 campuses to create a supportive network that addresses students' and families' academic and non-academic needs, removing barriers to success and empowering them to achieve their full potential.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and retaining highly qualified ESL/bilingual teachers is a challenge for Denison ISD.

Root Cause: There's a shortage of highly qualified teachers in the job market. Surrounding districts offer more competitive salaries and/or stipends.

Problem Statement 2: Our campuses are served by a larger percentage of teachers with 1-10 years experience when compared to the state average.

Root Cause: Our district salary schedule is constructed with financial incentives for inexperienced teachers. It is not built to attract experienced teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

There is a clear focus from district operations to support high-quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multi-year projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll, and maintenance of facilities. The need to fully support district campuses in their efforts to support high-quality teaching and learning is a primary goal of the Board and the Central Administration.

Professional Learning Communities (PLCs) provide a structure for curriculum development and revision in Denison ISD. The District affirms the 3 Fundamental Assumptions of a Professional Learning Community:

- We can make a difference.
- Improving our people is the key to improving our schools.
- Significant school improvement will impact teaching and learning.

With these beliefs in mind, teams of empowered teachers, led by Campus Administrators and Curriculum Coordinators, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams and teachers have written common formative assessments that are administered after each unit to students. Students are given two benchmarks during the year to prepare for state assessments. All common assessments and benchmarks are available in an online administration through Eduphoria. After the administration of each common assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. Districtwide PLCs meet as needed in the summer to revise units and assessments based upon state assessment data or reauthorization of the TEKS at the state level. The district uses Eduphoria Forethought to house curriculum documents.

Professional learning is a high priority in Denison ISD. Each year, Curriculum Coordinators survey teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops within and outside the district are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented in PowerSchool Professional Learning.

Denison ISD has self-contained bilingual classrooms in grades Pre-K – 6th grade. Pre-K through 4th grade students are housed at Mayes Elementary, and 5th & 6th grades are housed at B McDaniel Intermediate. In grades 1-5, students who have a parent denial of bilingual services are mainstreamed on their home campuses and are placed with an ESL-certified teacher in an ESL content classroom.

Title II funds are used to meet professional learning and curriculum needs. A prioritization of funds has been developed to adequately meet the needs of all campuses:

Title II funds will be used:

1. To employ two Secondary Instructional Coaches who will work to improve ELAR, Science, Math and Social Studies scores as based upon Spring 2025 STAAR and EOC Assessments
2. To pay stipends for teachers who will be involved in curriculum design in summer professional learning sessions
3. To pay substitutes for mentors and new teachers to observe master teachers
4. To purchase supplies for Project Lead, a Grow Our Own initiative for campus and district leadership

Curriculum, Instruction, and Assessment Strengths

Curriculum Strengths

- Professional Learning Communities provide a systemic solution for continual growth and improvement.
- The support provided by the Curriculum Team is appreciated and applauded by many in the district. Curriculum Coordinators are a vital force connecting teachers to Central Administration.
- Teachers are awarded the flexibility to design engaging lessons to maximize student learning.
- Professional Learning Opportunities that utilize 21st century teaching and learning strategies are offered year-round.
- Personalized Professional Learning Opportunities for professional and paraprofessional employees are encouraged and supported.
- The DISD Mentoring Program works to ensure new teachers' success in the classroom and to retain highly qualified, passionate educators.
- DISD has sufficient personnel and financial resources to meet students' needs

Assessment Strengths

- Benchmarks are administered two times per year in all core subjects at every grade level.
- Progress monitoring tools provide academic data three times per year for students in prekindergarten through 3rd grade.
- Denison High School offers on campus opportunities to take ACT and TSIA 2.

Family and Community Engagement

Family and Community Engagement Summary

Communication efforts are strong within the district as well as with stakeholders outside of the district, and it is two-way and on-going. Parents demonstrate support for the district regularly through attendance at a variety of extra-curricular activities/productions/performances. The district notifies community members and others through websites, newsletters, Twitter, Facebook, Blackboard Connect, Parent Square, emails, etc. Twice a year, the district and newspaper create Spotlight on Denison Schools. Each edition highlights significant events at each campus, as well as other district and school activities and awards. There is a focus on student success.

City-wide support for the district is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs, and individuals give annually so the district can provide a quality education for all students. Denison ISD partnered with the City of Denison and Grayson County to secure federal funding to support technology needs.

Parents are vital stakeholders who actively participate in district and campus-level decision-making. Parent Advisory Committees meet semi-annually to identify needs on Title I campuses and evaluate needs in the Prekindergarten program. Committees conduct PFE policy evaluations and identify ways to build capacity by assisting parents in understanding the state assessment standards.

Parent Liaisons on elementary campuses attend the PFE conference to gain valuable experience, background, and knowledge in assisting families. Strategies in the PK Parent and Family Engagement Plan include strategies to Facilitate Family-to-Family Support, Establish a Network of Community Resources, Increase Family Participation in Decision-Making, Equip Families with Tools to Enhance and Extend Learning, Develop Staff Skills in Evidence-Based Practices that Support Families, and Evaluate the Family Engagement Efforts and Use Evaluation for Continuous Improvement.

Denison ISD will be receiving a \$1.9 MILLION grant from the Texas Instruments Foundation, to expand high-quality STEM education for Denison ISD students! The investment is part of a statewide STEM strategy led by Educate Texas, which will oversee its implementation and impact.

This major investment will help us prepare students for future careers by supporting key initiatives like:

- STEM training for teachers.
- Enhanced math instruction and AP options.
- Expanded CTE, AP, and dual credit pathways.
- Growth of extracurricular STEM programs and student supports.

Our goal is to equip students with essential skills for college and workforce success.

Plus, the TI Foundation also awarded the Denison ISD Education Foundation a Texas Instruments Foundation Innovations in STEM Teaching Award, recognizing teaching excellence with \$10,000 for a teacher and \$10,000 for their classroom/professional development, starting in Spring 2026.

Family and Community Engagement Strengths

- Board Members, Parents and community/business partners have a tradition of being strong supporters of Denison ISD.
- Sound financial practices consistently lead to the highest possible FIRST (Financial Integrity Rating System for Texas) ratings.
- Parent Engagement Liaisons are employed on each elementary campus.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Staff, students, and families need support and resources that will enable them to cope with the ever-changing demands of student behavior, achievement, and social-emotional needs.

Root Cause: COVID-19 changed the landscape of education and day-to-day activities.

District Organization

District Organization Summary

Denison has one high school serving grades 9-12, an alternative education campus serving grades 9-12, one middle school serving grades 7-8, one intermediate school serving grades 5-6, four elementary schools serving grades K-4, and an Early Childhood School serving PreK, Bilingual PreK and Head Start. Teachers, staff, parents, and business leaders serve on the District Education Improvement Council and provide input and guidance regarding school improvement. Each campus employs their own site based decision-making committee to provide input and guidance regarding campus needs and improvement.

Master schedules are developed at every campus to provide teachers ample planning time that meets the state requirement. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at each campus before school, after school, and during the school day to support the needs of students who failed a STAAR test or scored low on a benchmark or progress monitoring tools.

Each campus serving grades 5-12 has a counselor for each grade level and each elementary campus has one full time counselor. Additional counselors include one counselor at the alternative school, one testing/assessment counselor at DHS, one SEL counselor at DHS, one SEL counselor at SMS, one SEL counselor at B. McDaniel and one district special education counselor, and two district behavior specialists.

District Organization Strengths

Organizational Strengths

- District level and campus level improvement councils provide guidance for school improvement
- District average for number of students per teacher is 13.4
- Campus master schedules provide opportunities for enrichment and accelerated instruction
- Teachers are provided planning time within the school day.
- Denison has employed three additional counselors in the past two years.

Technology

Technology Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level...as a resource to aid in implementation of the TEKS. In the spring of 2020, a district-wide survey identified a glaring need. Survey results indicated that 18% of homes were in need of devices and/or Wi-Fi. From a technical standpoint, the expectations are that a user's experience using technology is consistent throughout the district. Users should be able to move from room to room, campus to campus, or at home and have the same tools and resources available to them. As more devices are deployed, there is a need for extra personnel to provide technical support to both students and teachers.

Denison ISD is committed to providing technology for creating a learning community where: (a) every student has a device; (b) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (c) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (d) automation and efficiency of the District's business processes allows the focus to be on student education; (e) the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (f) parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10Gb and 1Gb) connectivity between the campuses
- A Fortigate firewall and a Linewize Content Filter for online safety and security
- Wireless access to the DISD network and the Internet at every campus One-to-one device capability at every campus
- 10Gb connection to the Internet
- Computers, wireless access to the Internet, a BenQ Interactive Display, a document camera, and a phone in every classroom in the District
- A standard workstation load--Windows 10/11, Microsoft Office, Microsoft Edge, Google Chrome, Windows Defender Anti-Virus, Acrobat Reader, and other applications
- Administrative software—eSchoolPLUS for student services, Frontline for business services, eStar, Power School Professional Learning,
- DOCUWARE (Document storage and retrieval system)
- Laserfiche document management suite
- Online instructional software such as CLI Engage, Imagine Math, Connect Ed, SMART Notebook, Follett Destiny, Schoology, Discovery Learning, HMH, McGraw Hill, Savvas, etc.
- Zoom and Microsoft Teams Video conferencing.

- Incident IQ system to request technical help and track help tickets
- Seven full-time Technical Support personnel and a Tech Manager at each elementary campus
- Vernier probe ware and sensors at the high school for science teachers
- Pasco probe ware and sensors at the intermediate and middle school for science teachers
- 3D printers at the middle school and high school
- Language translation devices for our bilingual students, Word identification devices for our dyslexia students,
- Special education devices for individual student needs within the Autism, Journey, and ECSE classes.
- Many different software titles and online services that support education and are grade-level appropriate are available to all staff and students.

Technology Strengths

DISD's strengths related to technology include, but are not limited to the following:

- Every classroom and office in DISD has wireless access to the Internet. Every classroom has a BenQ Interactive Display, a document camera and a phone
- Standard workstation load--Windows 10/11, Microsoft Office, Edge, Google Chrome, Windows Defender, Acrobat Reader, and other applications
- Language translation devices for our bilingual students, Word identification devices for our dyslexia students, Special education devices for individual student needs within the Autism, Journeys, and PPCD classes.
- A Help Desk and Tech Support are provided by seven members of the Tech Department and campus Tech Managers.
- The use of Schoology, a Learning Management System, at all campuses has enabled the district to push curriculum to every learner -- regardless of location.
- The goal is to use technology in an authentic manner that encourages problem solving, higher order thinking, as well as communication. With technology, communication and collaboration need not be bound by the class period--rather, collaboration can take place away from school as well as across the world. Findings, projects, and/or results can be presented and communicated in a variety of technologically sophisticated formats preparing our students to be leaders in an increasingly global world.
- At the elementary level, most students are placed in programs that are geared to diagnose weak areas that a student has in a specific subject...Reflex Math, Imagine Math, HMH Ed, SAVVAS, etc.

- Teachers use technology to deliver instruction and to encourage student engagement and interest in their learning.
- During the adoption process, as well as during daily use, online materials are scrutinized for appropriateness, accuracy and alignment to the TEKS.
- Programs that address the TEKS are constantly being reviewed, discussed, and evaluated as to how they can be better utilized. Multiple programs have been dropped and moved to lower levels due to not being to the level of accuracy as needed for a grade level.
- Year-round customized professional development learning opportunities in up-to-date technology offerings. Our Technology Department, as well as the Curriculum Department, offers a variety of courses. Each course focuses not only on the skill, but on how, when, and where technology can enhance the lesson cycle. Trainings given by the technology department are wonderful...a stronger connection to the TEKS and utilization of the training would help immensely in the lower grades...time embedded within the training to utilize the learning. Teachers in specialized areas have an easier time of making the connection and utilizing the learning. The technology department also provides simplified user guides and has begun creating short training videos covering specific topics.
- As the need for virtual professional learning has increased, the district has been innovative in providing multiple learning modalities, i.e. book clubs, virtual conferences, online professional development.
- Technology is also used to engage the students, to provide tools which promote problem solving skills in a manner that they are familiar with, and to enhance thinking "outside the box" and encourage further exploration into topics.
- Many different software titles and online services which support education and are grade-level appropriate are available to all staff and students.
- Support is also available from users' peers. In many cases, peers are an excellent resource as they are more familiar with specifics of the use of various technologies utilized within a particular situation or subject.
- Some on-site resources are made available to parents in response to particular activities, such as completion of online forms and applications for enrollment and financial aid for higher education. Tools are also provided to parents via the district's website and communication tools such as ParentSquare.

Problem Statements Identifying Technology Needs

Problem Statement 1: Denison ISD needs additional technology support staff and instructional personnel.

Root Cause: Functioning effectively in the work environment demands an increased reliance on technology.

Problem Statement 2: Denison ISD needs to support refresh cycles of 1-to-1 student devices that were originally funded by federal grants.

Root Cause: Budget is the barrier to maintaining refresh cycles. While the Bond passed in 2025 will assist with this in the short-term, a long-term solution needs to be developed.

Problem Statement 3: Denison ISD must provide up-to-date and adequate technology equipment and software.

Root Cause: Budget, communication and awareness are barriers to obtaining up-to-date and adequate technology equipment and software.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2026 STAAR .





Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate data for all students, including at-risk and educationally disadvantaged. Strategy's Expected Result/Impact: Lesson plans will be specifically designed to meet students' needs based on data. Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$20,000, - 199 23 Special Education - 6100 - \$15,000, Interventionist - 211 Title I - 6100 - \$380,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Refine the curriculum in core academic areas. Strategy's Expected Result/Impact: Lessons will be designed that align with curriculum documents. Staff Responsible for Monitoring: Core Teachers, Director of Instruction, Curriculum Coordinators</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$2,000, - 255 Title II, Part A - 6100 - \$5,000, - 199 23 Special Education - 6100 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Use PLC time to analyze data and formulate a plan for those who did not master. Strategy's Expected Result/Impact: Instruction will be designed to meet students' needs based on the data. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100 - \$164,974, - 255 Title II, Part A - 6100 - \$55,000, - 199 23 Special Education - 6100 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning.</p> <p>Strategy's Expected Result/Impact: Grade level collaborative, engaging lessons will be designed to meet students' needs.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$200,000, - 199 21 Gifted and Talented - 6100 - \$15,000, - 199 24 Compensatory Education - 6100 - \$164,974, - 199 23 Special Education - 6100 - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications.</p> <p>Strategy's Expected Result/Impact: Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year.</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Classroom Teachers, Campus Principals</p> <p>Funding Sources: - 255 Title II, Part A - 6100 - \$25,000, - 199 24 Compensatory Education - 6100 - \$15,142, - 199 Regular Education - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide accelerated learning opportunities for students scoring at the Did Not Meet or Approaches level.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100 - \$1,289,650, - 199 25 ESL - 6100 - \$45,055, - 199 Regular Education - 6100 - \$35,000, - 199 31 High School Allotment - 6100 - \$26,000, - 288 Indian Education Grant - 6100 - \$30,015, - 199 23 Special Education - 6100 - \$3,500, - 289 Title IV - 6100 - \$14,000, - 211 Title I - 6100 - \$380,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide enrichment opportunities for students who are initially successful.</p> <p>Strategy's Expected Result/Impact: Students will continue to enhance their learning and be able to perform at the masters level on STAAR.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principals</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$130,000, - 199 21 Gifted and Talented - 6100 - \$10,000, - 289 Title IV - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide services to school-age parents and provide pregnancy related services.</p> <p>Strategy's Expected Result/Impact: Students will continue their education and receive a high school diploma.</p> <p>Staff Responsible for Monitoring: Campus Principals, Homebound Teacher, Counselors</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100, 6400 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide district-wide dropout prevention and recovery.</p> <p>Strategy's Expected Result/Impact: Students will continue their education and receive a high school diploma.</p> <p>Staff Responsible for Monitoring: High School Principals, Middle School Principal, Counselors</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100 - \$166,260, - 224 Special Education - 6100 - \$78,000, - 199 Regular Education - 6100 - \$98,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Conduct annual migrant identification, recruitment and verification.</p> <p>Strategy's Expected Result/Impact: Completed surveys will provide important student information.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education - \$850</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Equitably distribute HQ staff among all campuses. Provide high quality staff development for 100% of instructional staff.</p> <p>Strategy's Expected Result/Impact: Evaluation of employment records, highly qualified reports, professional development training, and attendance data will assist the district to employ and retain highly qualified staff members to provide the best instruction for our students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services, Director of Special Programs, Director of Instruction, Principals</p> <p>Funding Sources: - 199 Regular Education - \$2,880,792, - 211 Title I - 6100,6200,6300,6400 - \$3,000, - 255 Title II, Part A - 6100,6200,6300,6400 - \$185,300, - 224 Special Education - 6400 - \$15,000, - 199 25 ESL - 6200,6400 - \$7,287, - 199 24 Compensatory Education - 6200,6400 - \$11,028, - 199 23 Special Education - 6400 - \$17,300, - 199 22 Career & Technology - 6200, - \$27,000, - 244 Career & Technology - 6400 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 12 Details	Reviews			
<p>Strategy 12: Integrate and coordinate Title I services with all state and locally funded programs.</p> <p>Strategy's Expected Result/Impact: All funds will be appropriately allocated and managed to provide needed materials, services, and personnel to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$28,000, - 211 Title I - \$1,200,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 13 Details	Reviews			
<p>Strategy 13: Support teachers as they incorporate emerging technology in their lesson design.</p> <p>Strategy's Expected Result/Impact: Student learning will improve.</p> <p>Staff Responsible for Monitoring: Director of Technology, Director of Instruction, Campus Principals</p> <p>Funding Sources: - 211 Title I - 6100, 6200, 6400 - \$7,000, - 255 Title II, Part A - 6100, 6200, 6400 - \$15,000, - 199 Regular Education - 6100, 6200, 6300,6400 - \$60,000, - 199 22 Career & Technology - 6300 - \$2,900, - 199 31 High School Allotment - 6300 - \$34,000, - 199 25 ESL - 6300 - \$11,600, - 263 Title III, BIL/ESL - 6300 - \$20,600, - 224 Special Education - 6300 - \$6,000, - 288 Indian Education Grant - 6300 - \$7,300, - 289 Title IV - 6300 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide a summer accelerated instructional opportunity for identified students.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principals</p> <p>Funding Sources: Summer School - 199 Regular Education - \$63,765, Summer Accelerated Instruction - 199 24 Compensatory Education - \$50,000, Summer Accelerated Instruction - 211 Title I - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 15 Details	Reviews			
<p>Strategy 15: Provide materials to meet the needs of students in all academic programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction and student learning.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Funding Sources: - 199 21 Gifted and Talented - 6300 - \$15,500, - 199 22 Career & Technology - 6300 - \$169,800, - 199 23 Special Education - 6300 - \$96,500, - 199 24 Compensatory Education - 6300 - \$24,249, - 199 25 ESL - 6300 - \$44,209, - 199 31 High School Allotment - 6300 - \$37,400, - 205 Head Start - 6300 - \$3,400, - 211 Title I - 6300 - \$45,000, - 225 33 Special Education Pre-k - 6300 - \$1,400, - 224 Special Education - 6300 - \$35,500, - 244 Career & Technology - 6300 - \$51,356, - 263 Title III, BIL/ESL - 6300 - \$15,098, - 288 Indian Education Grant - 6300 - \$22,000, - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 16 Details	Reviews			
<p>Strategy 16: Hire two Secondary Curriculum Coordinators to assist Scott Middle School and Denison High School Teachers in PLCs and to provide instructional coaching.</p> <p>Strategy's Expected Result/Impact: Teacher pedagogical and data disaggregation skills will improve; Student performance will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Administrators</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR Reading and English EOC.

Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend staff development sessions to inform staff of test redesign including a focus on essential standards to improve reading strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers, Department Chairs</p> <p>Funding Sources: - 255 Title II, Part A - \$2,000, - 211 Title I - \$500, - 199 25 ESL - \$200</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs and Principals.</p> <p>Funding Sources: - 211 Title I - \$15,000, - 255 Title II, Part A - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support, training, and resources for MTSS procedures.</p> <p>Strategy's Expected Result/Impact: Additional services will be provided to students who are not performing at Tier I level.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Instruction</p> <p>Funding Sources: - 199 24 Compensatory Education - \$523,487, - 199 23 Special Education - 6300 - \$25,000, - 211 Title I - \$15,000, - 199 31 High School Allotment - \$330,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Assess and monitor the reading level and progress of each student in Pre-K through 2nd grade using a district approved standardized instrument.</p> <p>Strategy's Expected Result/Impact: Middle of Year and End of Year reading results will be monitored to determine reading ability and ensure progress for all PK - 2nd grade students.</p> <p>Staff Responsible for Monitoring: Directors, PK-2nd grade teachers, Curriculum Coordinators and Principals.</p> <p>Funding Sources: - 211 Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Identify and provide specialized instruction for students with dyslexia.</p> <p>Strategy's Expected Result/Impact: Reading performance will improve with specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Dyslexia Coordinator, Director of Instruction</p> <p>Funding Sources: - 199 24 Compensatory Education - \$450,000, - 199 Regular Education - \$61,515, - 199 37 Dyslexia</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide materials to meet the needs of students in reading programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Funding Sources: - 199 23 Special Education - 6300 - \$5,000, - 199 24 Compensatory Education - 6300 - \$6,800, - 199 25 ESL - 6300 - \$3,000, - 199 Regular Education - 6300 - \$145,000, - 211 Title I - 6300 - \$35,000, - 224 Special Education - 6300 - \$12,000, - 263 Title III, BIL/ESL - 6300 - \$5,000, - 211 Title I 1003 School Improvement - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide targeted accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in reading</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Campus Principals, Department Chairs, Classroom Teachers</p> <p>Funding Sources: - 211 Title I - 6100, - 199 Regular Education - 6100, - 199 24 Compensatory Education - 6100, - 199 31 High School Allotment - 6100, - 199 25 ESL - 6100, - 288 Indian Education Grant - 6100, - 224 Special Education - 6100, - 199 23 Special Education - 6100, - 282 ESSER III (ARP)</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Design Academic Learning Plans for students who did not reach the Approaches level in reading for two years in a row.</p> <p>Strategy's Expected Result/Impact: Math performance will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Principals, Classroom teachers</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100, 6300, - 199 23 Special Education, - 288 Indian Education Grant - 6100, 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Evaluate passing rate of Dual Credit & AP courses based on previous year's data.</p> <p>Strategy's Expected Result/Impact: Data will be used to revise instruction and make decisions for improvement the following year.</p> <p>Staff Responsible for Monitoring: High School Principal, Department Chair</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide AP English study sessions and mock exams.</p> <p>Strategy's Expected Result/Impact: AP College Exam scores will improve.</p> <p>Staff Responsible for Monitoring: High School Principal, AP Teachers</p> <p>Funding Sources: - 199 21 Gifted and Talented, - 483 Local Grant Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR Mathematics.

Evaluation Data Sources: Domain 1: Student Achievement
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state.</p> <p>Strategy's Expected Result/Impact: Lessons will be designed that align with curriculum documents. Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Principals, Curriculum Coordinators, Teachers</p> <p>Funding Sources: - 255 Title II, Part A - 6100, - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend professional development sessions to improve math instructional strategies and identify essential standards.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Instruction, Math Department Chairs</p> <p>Funding Sources: - 211 Title I - 6100 - \$14,000, - 255 Title II, Part A - 6100,6200,6400 - \$29,000, - 199 25 ESL - 6400 - \$500, - 199 23 Special Education - 6400 - \$2,000, - 199 Regular Education - 6100,6200,6400 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support, training, and resources for MTSS procedures.</p> <p>Strategy's Expected Result/Impact: Additional services will be provided to students who are not performing at Tier I level.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Special Education Diagnosticians, Campus Principals, Classroom Teachers, Resource Teachers</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Evaluate the effectiveness of in-school remedial programs.</p> <p>Strategy's Expected Result/Impact: Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year to evaluate the effectiveness of remedial programs.</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors, Instructional Staff, Reading Intervention Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide materials to meet the needs of students in math programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Funding Sources: - 199 24 Compensatory Education - \$75,000, - 211 Title I - \$3,000, - 199 Regular Education - \$15,000, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide targeted accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in math.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100 - \$18,000, - 288 Indian Education Grant - 6100 - \$10,000, - 199 Regular Education - 6100 - \$15,000, Tutors - 211 Title I - 6100 - \$41,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Design Academic Learning Plans for students who did not reach the Approaches level in math for two years in a row.</p> <p>Strategy's Expected Result/Impact: Math performance will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 Regular Education, - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 8 Details	Reviews			
<p>Strategy 8: Evaluate passing rate of Dual Credit & AP courses based on previous year's data.</p> <p>Strategy's Expected Result/Impact: Data will be used to revise instruction and make decisions for improvement the following year.</p> <p>Staff Responsible for Monitoring: High School Principal, Department Chairs, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide AP study sessions and mock exams in mathematics.</p> <p>Strategy's Expected Result/Impact: AP College Exam scores will improve.</p> <p>Staff Responsible for Monitoring: High School Principal, AP Teachers</p> <p>Funding Sources: - 483 Local Grant Funds, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: Given the recent STAAR Re-design, students will focus on writing in authentic purposes based upon grade level TEKS. Students will write compositions according to the established district writing profiles for each grade level.

Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend staff development sessions to provide training on teaching strategies for improving writing skills. Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' writing skills. Staff Responsible for Monitoring: Director of Instruction, Director of Special Education, Campus Principals, Curriculum Coordinators</p> <p>Funding Sources: - 255 Title II, Part A - \$8,000, - 211 Title I - \$6,000, - 224 Special Education - \$2,000, - 199 25 ESL - \$1,000, - 199 Regular Education - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Use rubrics for assessing four different types of writing. Strategy's Expected Result/Impact: Students and teachers will be familiar with four types of writing and be able to score a writing sample using developed rubrics. Staff Responsible for Monitoring: Curriculum Coordinators, Director of Instruction, Campus Principals, Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide materials to meet the needs of students in writing programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Funding Sources: - 199 31 High School Allotment - 6300 - \$1,000, - 199 Regular Education - 6300 - \$1,500, - 199 24 Compensatory Education - 6300 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Complete and implement plans for remediation for all students demonstrating weakness in writing.</p> <p>Strategy's Expected Result/Impact: Writing performance will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Department Chairs, Curriculum Coordinators</p> <p>Funding Sources: - 199 Regular Education - 6100, - 211 Title I - 6100, - 199 25 ESL - 6100, - 199 24 Compensatory Education - 6100, - 199 31 High School Allotment - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct practice AP Language study sessions and mock exams.</p> <p>Strategy's Expected Result/Impact: College Exam scores will improve.</p> <p>Staff Responsible for Monitoring: High School Principal, AP Teachers</p> <p>Funding Sources: - 483 Local Grant Funds - 6100,6200 - \$5,000, - 199 21 Gifted and Talented - 6100,6200 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 5: All students will achieve on grade level performance (STAAR Meets level) on Spring 2025 STAAR Science.

Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend professional development sessions to improve science instructional strategies and identify essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. More rigorous lessons will be designed to improve students' skills in science.</p> <p>Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinators, Director of Instruction, Teachers</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and modify the common assessments for each course as needed.</p> <p>Strategy's Expected Result/Impact: Lessons will be designed to teach the skills necessary to be successful on each common assessment.</p> <p>Staff Responsible for Monitoring: Grade Level Science Staff, Department Chairs, Campus Principals, Curriculum Coordinators, Classroom Teachers</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in science.</p> <p>Strategy's Expected Result/Impact: Science performance will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Department Chairs</p> <p>Funding Sources: - 199 Regular Education - 6100,6300, - 199 24 Compensatory Education - 6100,6300, - 199 31 High School Allotment - 6100,6300, - 199 25 ESL - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials to meet the needs of students in science programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals Funding Sources: STEM Supplies - 289 Title IV, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate passing rate of Dual Credit & AP courses based on previous year's data. Strategy's Expected Result/Impact: Data will be used to revise instruction and make decisions for improvement the following year. Staff Responsible for Monitoring: Campus Principal, Department Chair, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide AP study sessions and mock exams in science. Strategy's Expected Result/Impact: College Exam scores will improve. Staff Responsible for Monitoring: High School Principal, AP Teachers Funding Sources: - 483 Local Grant Funds - 6100,6200, - 199 21 Gifted and Talented - 6100,6300, - 199 Regular Education - 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 6: All students will achieve on grade level performance (STAAR Meets level) on Spring 2025 STAAR Social Studies.

Evaluation Data Sources: Domain 1: Student Achievement Report
 Domain 2: Student Progress
 Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend professional development sessions to improve social studies instructional strategies and identify essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' skills in social studies.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Department Chairs, Classroom Teachers</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 199 24 Compensatory Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and revise the common assessments for each unit to align with new expectations.</p> <p>Strategy's Expected Result/Impact: Lessons will be designed to teach the skills necessary to be successful on each common assessment.</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Campus Principals, Department Chairs</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in social studies.</p> <p>Strategy's Expected Result/Impact: Performance on Social Studies exams will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinators, Department Chair, Social Studies Teachers</p> <p>Funding Sources: - 199 Regular Education, - 199 31 High School Allotment, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials to meet the needs of students in social studies programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Funding Sources: - 199 24 Compensatory Education - 6300, - 199 Regular Education - 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate passing rate of Dual Credit & AP courses based on previous year's data.</p> <p>Strategy's Expected Result/Impact: Data will be used to revise instruction and make decisions for improvement the following year.</p> <p>Staff Responsible for Monitoring: Campus Principal, Department Chair</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Offer AP study sessions and mock exams in Social Studies.</p> <p>Strategy's Expected Result/Impact: College Exam scores will improve.</p> <p>Staff Responsible for Monitoring: Campus Principal, AP Teachers</p> <p>Funding Sources: - 483 Local Grant Funds, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 7: Emergent bilingual (EB) students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR.

- Evaluation Data Sources:** 1. STAAR
 2. Tejas Lee Reading Assessment
 3. TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Train campus administrators and teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP).</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Support teachers in obtaining ESL certification.</p> <p>Strategy's Expected Result/Impact: Additional teachers will obtain ESL certifications.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator</p> <p>Funding Sources: - 199 25 ESL - \$6,225</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide materials to meet the needs of the Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator</p> <p>Funding Sources: - 263 Title III, BIL/ESL, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide extended day or extended year multi-disciplinary learning experiences for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs</p> <p>Funding Sources: - 263 Title III, BIL/ESL - \$3,400, - 199 25 ESL - \$9,050</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know.</p> <p>Strategy's Expected Result/Impact: All parents will be informed of school information.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Bilingual Staff</p> <p>Funding Sources: - 199 Regular Education - \$850</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Hire part-time Bilingual Curriculum Coordinator.</p> <p>Strategy's Expected Result/Impact: Coordinator will help align and improve instruction to meet the rigor of new STAAR questions.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Mayes Principal</p> <p>Funding Sources: - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 8: The percentage of 3rd grade students who meet or master grade level in reading will increase from 41% to 51% by June 2028.

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Funding Sources: - 199 Regular Education, Personnel - 211 Title I - \$860,000, - 255 Title II, Part A, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers and campus administrators in Grades K - 3rd Grade will participate in the House Bill 3 Reading Academy as required by the State of Texas.</p> <p>Strategy's Expected Result/Impact: Teachers will better understand the science of teaching reading.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Administrators</p> <p>Funding Sources: Early Childhood Allotment - 199 Regular Education, - 199 36 Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Assess and monitor the reading level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI/Tejas Lee results for 1st and 2nd grades are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: PK-2nd grade teachers, Principals, Curriculum Coordinators, Director of Instruction, Director of Special Programs</p> <p>Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Reading scores will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p>Funding Sources: Trainers and Training materials - 211 Title I - \$12,400, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 9: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 51% by June 2028.

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: Imagine Math Blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Funding Sources: Instructional staff, Tutors, materials, supplies, technology - 211 Title I, Instructional staff, Tutors, materials, supplies, technology - 199 24 Compensatory Education, Materials, supplies, technology - 199 25 ESL, Instructional staff, Tutors, materials, supplies, technology - 199 23 Special Education, Special programs, STEM, after school enrichment, - 289 Title IV, Instructional staff, Tutors, materials, supplies, technology - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Funding Sources: - 211 Title I, - 255 Title II, Part A, - 199 24 Compensatory Education, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve mathematics instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in numeracy and fluency skills will be evident with focused instruction in math.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p>Strategy's Expected Result/Impact: Math scores will improve.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers</p> <p>Funding Sources: - 211 Title I - \$12,400, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 10: The percentage of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 85% to 90% by June 2027.

HB3 Goal

Evaluation Data Sources: Texas Success Initiative Assessment (TSIA), STAAR, ACT, SAT, Advanced Placement (AP) exams, Dual Credit completion, industry certification records, Associate Degrees, IEP workforce readiness, military enlistment, and CTE coherent sequence completion.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities through Business Education for Teachers. Strategy's Expected Result/Impact: Teacher will have opportunity to participate in this learning experience and incorporate this learning into their lesson designs.. Staff Responsible for Monitoring: Principal Funding Sources: - 199 22 Career & Technology - 6400, - 199 Regular Education - 6200,6400, - 244 Career & Technology - 6200,6400</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide financial assistance for AP Exams and textbooks for dual credit courses, as well as reward students and faculty for qualifying scores. Strategy's Expected Result/Impact: Improvement will continue in AP instruction and student scores on AP College Exams. Staff Responsible for Monitoring: Director of Instruction, High School Principal, Counselors, AP teachers Funding Sources: - 199 Regular Education - 6100, - 483 Local Grant Funds - 6100, - 244 Career & Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule a SAT prep course in the school day. Strategy's Expected Result/Impact: College Exam scores will improve. Staff Responsible for Monitoring: High School Counselors, SAT Program Teachers, Director of Instruction Funding Sources: - 199 Regular Education - 6100,6300, - 199 31 High School Allotment - 6300</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct Pre-Enrollment and Planning Conferences with each student to ensure that students are on track to achieve College Career and Military Readiness.</p> <p>Strategy's Expected Result/Impact: Students will be appropriately placed and on track to achieve success in course work and exams.</p> <p>Staff Responsible for Monitoring: High School Counselors, SAT Program Teachers,</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish partnerships with Denison Development Alliance to provide transitions from school to higher education and the workforce.</p> <p>Strategy's Expected Result/Impact: Placement of students in internships, post secondary enrollment, and employment.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 22 Career & Technology - 6100,6400, - 199 31 High School Allotment - 6100,6400, - 199 Regular Education - 6100,6400, - 244 Career & Technology - 6100,6400</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Establish partnerships with local business and industry to provide for student practicum and internships.</p> <p>Strategy's Expected Result/Impact: Students have the opportunity to learn skills in a work place.</p> <p>Staff Responsible for Monitoring: CTE Teachers, Principal</p> <p>Funding Sources: - 199 22 Career & Technology - 6100, - 244 Career & Technology - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the number of industry certifications and licensures.</p> <p>Strategy's Expected Result/Impact: Perkins Performance Review</p> <p>Staff Responsible for Monitoring: Encourage industry certification and licensure.</p> <p>Funding Sources: - 199 Regular Education - 6100, - 244 Career & Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 11: One hundred percent of students will master grade level technology TEKS.





- Evaluation Data Sources:** 1. Teacher lesson plans
2. Student work samples

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities that enable teachers to deliver effective instruction. Strategy's Expected Result/Impact: Student learning will increase. Staff Responsible for Monitoring: Curriculum Department, Campus Principals, Technology Department, Designated Trainer of Trainers Funding Sources: - 199 Regular Education, - 211 Title I, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world. Strategy's Expected Result/Impact: Student products will demonstrate the use of technological tools and reflect collaboration with other learners. Staff Responsible for Monitoring: Director of Technology, Curriculum Department, Classroom Teachers, Campus Principals Funding Sources: - 199 Regular Education, - 211 Title I, - 255 Title II, Part A, - 244 Career & Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide technology and software to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge. Strategy's Expected Result/Impact: Students will have easy access to technological tools for use to improve learning. Staff Responsible for Monitoring: Director of Technology, Director of Special Programs, Campus Principals Funding Sources: Materials and Software - 211 Title I - 6300 - \$25,000, - 199 Regular Education, - 224 Special Education, - 289 Title IV - \$2,800, - 288 Indian Education Grant - 6300 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 12: The equity gap for inexperienced teachers between high poverty and low poverty campuses in Denison ISD will decrease from 2.76 percent to 2.25 percent.





Evaluation Data Sources: District Equity Plan calculations

Strategy 1 Details	Reviews			
<p>Strategy 1: Present equity gap data analysis to Principals and Special Education Director. Strategy's Expected Result/Impact: Assistant Superintendent, Principals, and Directors will make personnel placement decisions using equity gap data. Staff Responsible for Monitoring: Director of Assessment and Special Programs Director of Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional pedagogical training to improve coaching skills of Curriculum Coordinators to support administrators. Strategy's Expected Result/Impact: Principals will utilize Curriculum Coordinators and Mentor Leaders as instructional coaches. Staff Responsible for Monitoring: Director of Instruction and Director of Assessment and Special Programs Funding Sources: - 211 Title I - \$5,000, - 255 Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Employ Director of Human Resources. Strategy's Expected Result/Impact: Director will recruit and retain highly qualified staff and monitor to ensure equity. Staff Responsible for Monitoring: Director of Human Resources Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 13: Utilize Texas Instruments' Educate Texas STEM grant to augment instruction in science, technology, engineering, art, and music for all students.

Evaluation Data Sources: Map Scores, STAAR Results, and CCMR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire high quality STEAM and STEM personnel. Strategy's Expected Result/Impact: Hire K-8th Grade STEM Coordinator. Hire STEAM Teacher at all elementary campuses. Hire Math Interventionist at all elementary campuses.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase access to high quality curriculum that both assesses and exposes students to a wide range of STEM based learning. Strategy's Expected Result/Impact: Purchase Lego STEM Kits to use in STEAM classrooms. Purchase Bridges Curriculum to use in Math Intervention classrooms. Purchase and implement Map Testing in Reading, Math, and Language Arts in K-8th grade to track student growth. Purchase and implement HMH Personalized Path in ELA and Reading in K-8th grade to close learning gaps for all students. Purchase and implement Waggle to improve student writing in grades 3-6.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease.

Evaluation Data Sources: PEIMS Discipline Data for 2023-24 and 2024-25

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue programs that promote students who are responsible for their own learning, behavior, and actions, such as, Power of Positive Students, Positive Behavior Interventions and Supports, Jacket SWARM, Communities in Schools, Hope Squad, Quaver, Rhithm, School Connect, Second Steps, etc.</p> <p>Strategy's Expected Result/Impact: Student behavior will reflect Denison's philosophy of honoring all stakeholders.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Counselors, Director of Special Education</p> <p>Funding Sources: - 199 Regular Education - 6200,6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning.</p> <p>Strategy's Expected Result/Impact: Students will be responsible for their learning and learning results will improve.</p> <p>Staff Responsible for Monitoring: School Counselors, Classroom Teachers, Principals</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$1,000, - 199 24 Compensatory Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement District MTSS Behavior Procedures.</p> <p>Strategy's Expected Result/Impact: Student behavior will improve.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Campus Principals</p> <p>Funding Sources: - 199 Regular Education - 6100 - \$1,000, - 224 Special Education - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Parents will read and acknowledge receipt of the Student Code of Conduct when enrolling online. Students will model expected behavior.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers</p> <p>Funding Sources: - 199 Regular Education - 6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to provide an alternative setting for students with severe and/or persistent misbehavior.</p> <p>Strategy's Expected Result/Impact: The number of persistent misbehavior reports will decrease.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal</p> <p>Funding Sources: - 199 24 Compensatory Education - 6100 - \$120,000, - 282 ESSER III (ARP) - 6100 - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue Tele-Mental Health resources for students in grades 5 - 12.</p> <p>Strategy's Expected Result/Impact: Psychological and mental health services for students with aggressive and/or harmful behavior will be available.</p> <p>Staff Responsible for Monitoring: Principal Counselors School nurse</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide best practice and research-based programs in the areas specified below:</p> <ol style="list-style-type: none"> 1. Early mental health prevention and intervention; 2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making; 3. Substance abuse prevention and intervention; 4. Suicide prevention, intervention, and postvention; 5. Grief-informed and trauma-informed practices; 6. Positive school climates; 7. Positive behavior interventions and supports; 8. Positive youth development; and 9. Safe, supportive, and positive school climate. <p>Strategy's Expected Result/Impact: Students receive support and care in social emotional learning.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Instruction, Director of Special Programs, District Counselors, Principals, and Teachers.</p> <p>Funding Sources: - 199 Regular Education - \$2,000, - 289 Title IV - \$20,000, - 224 Special Education - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Employ a district behavior interventionist to support staff and students with Tier II and Tier III behaviors.</p> <p>Strategy's Expected Result/Impact: Percentage of Tier II and Tier III behaviors will decrease.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Behavior Interventionist,</p> <p>Funding Sources: - 282 ESSER III (ARP), - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: A select group of administrators and teachers will receive Behavior Endorsement Training from our Region 10 Service Center.</p> <p>Strategy's Expected Result/Impact: Administrators and teachers will be better equipped to manage severe behaviors.</p> <p>Staff Responsible for Monitoring: Director of Special Education, District Behavior Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Use funds for training and purchasing Tier 1 materials to bolster behavior management.</p> <p>Strategy's Expected Result/Impact: Administrators and teaches will be better equipped to manage behavior.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Behavior Specialists, and Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.


Performance Objective 2: Student attendance for all campuses will increase to 95% or higher.

Evaluation Data Sources: Texas Performance Reporting System (TPRS), Texas Academic Performance Report (TAPR), PEIMS attendance reports, and District generated attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain nurse and counseling services on each campus.</p> <p>Strategy's Expected Result/Impact: All students have access to services that improve their well-being, provide guidance, and assist in a successful experience during their school years.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, Director of Special Programs, Director of Special Education</p> <p>Funding Sources: - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent training.</p> <p>Strategy's Expected Result/Impact: Parents assist in their child's education and school success.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Campus Principals</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I - 6100,6300, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve attendance by monitoring and collaborating with parent, teachers, and school administrators.</p> <p>Strategy's Expected Result/Impact: Student attendance will improve and referrals to justice court system will decrease.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, School Resource Officer, Attendance Clerk, Student Services</p> <p>Funding Sources: - 199 Regular Education - 6100, - 211 Title I - 6100, - 282 ESSER III (ARP) - 6100 - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement district attendance tribunal proceedings to address truancy.</p> <p>Strategy's Expected Result/Impact: Attendance rates will increase. Truancy rates will decrease.</p> <p>Staff Responsible for Monitoring: District attendance clerk, campus attendance clerks, principals, and assistant superintendent.</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Provide a safe and orderly school climate that is conducive to learning.





Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: District/Campus Safety Plans, emergency drills documentation, discipline records

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate, revise, and implement the District Emergency Operation Plan. Strategy's Expected Result/Impact: District Emergency Plan will be in place if an emergency occurs. Staff Responsible for Monitoring: Central Administration Staff, Campus Principals, School Safety Officer Funding Sources: - 289 Title IV - \$200, - 199 Regular Education - \$300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will implement Standard Response Protocol (SRP) with fidelity. Strategy's Expected Result/Impact: Staff and students use a common vocabulary when responding to an emergency. Common language used, "1. Hold, 2. Secure, 3. Lockdown, 4. Evacuate, and 5. Shelter." Staff Responsible for Monitoring: Assistant superintendent, campus principals, and teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Students with severe and /or persistent misbehavior are removed from other students for the safety of all. The number of persistent misbehavior reports will decrease Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal Funding Sources: - 199 24 Compensatory Education - \$155,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness & response.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about appropriate online behavior and will be aware of the dangers interacting on the internet can pose.</p> <p>Staff Responsible for Monitoring: Director of Technology, Campus Principals, Computer Lab Managers, Classroom Teachers</p> <p>Funding Sources: - 199 Regular Education - \$2,000, - 224 Special Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Educate staff, parents and students on conflict resolution and bullying prevention policies and procedures.</p> <p>Strategy's Expected Result/Impact: Bullying incidence will decrease on every campus.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Counselors, Campus Principals, Classroom Teachers</p> <p>Funding Sources: - 289 Title IV - \$10,000, - 199 Regular Education - \$2,000, - 224 Special Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatment.</p> <p>Strategy's Expected Result/Impact: All parties will be more aware of the behaviors that constitutes sexual misconduct; help them take steps to protect students; recognize signs of potential misconduct; report and investigate possible incidents; and support victims as they recover.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction</p> <p>Funding Sources: - 199 Regular Education - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Maintain, provide, and communicate to all stakeholders an effective Discipline Management Plan that includes unwanted physical or verbal aggression.</p> <p>Strategy's Expected Result/Impact: All stakeholders are aware of the campus/district expectations for behavior on school property or at school events. Consequences for inappropriate behavior is communicated.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide training for teachers and administrators in grades 9-12 dealing with Dating Violence.</p> <p>Strategy's Expected Result/Impact: .Build skills to talk with teens about the importance of healthy relationships. Identify resources to prevent/respond to dating violence Identify prevention strategies that promote a positive school environment, model respectful behaviors.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, High School Principal</p> <p>Funding Sources: - 199 Regular Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide awareness education for students and parents in grades 9-12 dealing with Dating Violence.</p> <p>Strategy's Expected Result/Impact: Build skills to talk with teens about the importance of healthy relationships</p> <p>Identify resources to prevent/respond to dating violence.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, High School Principal</p> <p>Funding Sources: - 199 Regular Education - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide Suicide Prevention training and notification procedures for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students.</p> <p>Strategy's Expected Result/Impact: Educators will be more aware of the signs of potential suicide; report and investigate possible incidents; and be aware of support. systems to provide counseling services to students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Campus Administrators.</p> <p>Funding Sources: - 199 Regular Education - \$3,000, - 289 Title IV - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 11 Details	Reviews			
<p>Strategy 11: Establish a Denison ISD Police Department and employ School Resource Officers (SRO) to serve all Denison ISD campuses.</p> <p>Strategy's Expected Result/Impact: Students and staff will have a safe environment to work, Resource officers will also interact with students to prevent misconduct or acts of violence.</p> <p>Staff Responsible for Monitoring: Central Administration Staff, Campus Principals</p> <p>Funding Sources: - 199 Regular Education - \$112,608, - 289 Title IV - \$13,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: Implement and promote a Comprehensive School Health Program</p> <p>Strategy's Expected Result/Impact: Students will have a safe environment to learn and be well informed of the benefits of a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Director of Food Service, Director of Special Programs, School Nurse, Director of Instruction, Counselors, Members of the Health Advisory Committee</p> <p>Funding Sources: - 199 Regular Education - \$2,000, - 289 Title IV - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide safe and healthy spaces to staff and students.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have opportunities to participate in support groups to learn self-care strategies that enable them to more effectively cope with stress.</p> <p>Staff Responsible for Monitoring: Special Ed Lead Counselor, Thrive Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide resorces to inform students of the dangers of tobacco use and drug abuse including fentanyl, vaping, and THC.</p> <p>Strategy's Expected Result/Impact: Students will have a safe environment to learn and be well informed of the benefits of a healthy lifestyle.</p> <p>Staff Responsible for Monitoring: Director of Security, school nurse, student services, campus principals, school resource officers</p> <p>Funding Sources: - 289 Title IV - 6100, 6300 - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent notification will be sent for students being placed on TIER II or TIER III for remediation. Strategy's Expected Result/Impact: Notification will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers Funding Sources: - 199 Regular Education - 6100, - 211 Title I - 6100, - 199 24 Compensatory Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math. Strategy's Expected Result/Impact: Notification will keep parents informed. Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Counselors, Classroom Teachers Funding Sources: - 199 Regular Education - 6100, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Meetings will be conducted with parents and teachers of students with autism. Strategy's Expected Result/Impact: Meetings will keep parents informed and allow for communication about the program and student progress. Staff Responsible for Monitoring: Director of Special Education, Diagnosticians, Campus Principal(s) Funding Sources: - 224 Special Education - 6100, - 199 23 Special Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Meetings will be conducted with parents of students with emotional needs.</p> <p>Strategy's Expected Result/Impact: Meetings will keep parents informed and allow for communication about the program and student progress.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Diagnosticians, Campus Principal(s)</p> <p>Funding Sources: - 199 Regular Education - 6100, - 224 Special Education - 6100, - 199 23 Special Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school.</p> <p>Strategy's Expected Result/Impact: Campuses will strengthen the communication between home and school. Activities provide opportunities for parents to assist in their child's education.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors, Director of Special Programs</p> <p>Funding Sources: - 211 Title I - 6100, - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Communicate information via Remind, Twitter (X), Facebook, and the School Website.</p> <p>Strategy's Expected Result/Impact: Various resources provide for rapid response time and effective communication.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Instructions, Webmaster, Director of Public Relations, Director of Special Programs</p> <p>Funding Sources: - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Translate documents in the home language of each child.</p> <p>Strategy's Expected Result/Impact: This will provide better communication with all families.</p> <p>Staff Responsible for Monitoring: Central Administration, Elementary and Secondary Campus Administrators, DISD Public Relations Office</p> <p>Funding Sources: - 199 Regular Education - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 8 Details	Reviews			
<p>Strategy 8: Provide access to student's grades online with the Gradebook Home Access Center.</p> <p>Strategy's Expected Result/Impact: Online Gradebook provides information to parents about student progress.</p> <p>Staff Responsible for Monitoring: Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office</p> <p>Funding Sources: - 199 Regular Education - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Distribute information from the DISD Public Information Office in both print and online forms.</p> <p>Strategy's Expected Result/Impact: Copies of fliers, Spotlights on Education, etc. keep parents informed about school activities and important dates.</p> <p>Staff Responsible for Monitoring: DISD Public Relations Office</p> <p>Funding Sources: - 199 Regular Education - 6100,6300</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.





Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten. Strategy's Expected Result/Impact: Transitions will go smoothly for students and parents. Staff Responsible for Monitoring: Central Administration, Elementary Campus Administration</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 205 Head Start, - 225 33 Special Education Pre-k, - 199 25 ESL, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist students in transition in grades 4, 6, and 8. Strategy's Expected Result/Impact: Transitions between campuses will go smoothly for students and parents. Funding Sources: - 211 Title I, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Employ Campus Parent Involvement Coordinators to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally. Strategy's Expected Result/Impact: Better communication will be established between the campus and the home to help with student success. Staff Responsible for Monitoring: Director of Special Programs, Parent Involvement Coordinator Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of math and reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their students.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Campus Parent Involvement Coordinators, Principals, and Teachers.</p> <p>Funding Sources: - 211 Title I - \$4,500, - 263 Title III, BIL/ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborate with local and regional agencies to provide parents with multiple opportunities to increase their knowledge in supporting their children through school.</p> <p>Strategy's Expected Result/Impact: Parent participation will assist the support the students.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Funding Sources: - 211 Title I - 6100,6300, - 199 Regular Education - 6100,6300, - 199 23 Special Education - 6100, - 199 25 ESL - 6100</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify needs of homeless children and youth, children in foster care, and military connected families. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors Funding Sources: - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services to homeless children and youth. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors Funding Sources: - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for families with limited English proficiency. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their English proficiency. Staff Responsible for Monitoring: Student Services, Director of Special Programs, Campus Principals Funding Sources: - 199 Regular Education, - 211 Title I, - 282 ESSER III (ARP)</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 10.62

Brief Description of SCE Services and/or Programs

Program Purpose In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Denison ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. The Primary has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. On all campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria. Program Goals The goals of all Denison ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text). General Use of Funds Denison ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Baugh	Curriculum Coordinator	0.1
Andrea Hayes	Curriculum Coordinator	0.1
Angela Huffman	Bus Monitor	1
Bridget Molina	Bus Monitor	1
Cassie Lovell	Curriculum Coordinator	0.13
Ernestine Blanton	Bus Monitor	1
Henrienne Catteau	Curriculum Coordinator	0.29
Joni Ward	Bus Monitor	1
Kareem Mckinney	Suburban Driver	1
Lavonda Jacobs	Bus Monitor	1
Marcella James	Bus Monitor	1
Pamela Alvarado	Administrative Asst.	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stephen San Millan	Principal/Teacher	1
Tasha O'Bryant	Bus Monitor	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Denison ISD measures students’ progress in meeting the challenging State academic standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- Identifying students who may be at risk for academic failure
- Providing additional educational assistance to individual students the district or school determines need help in meeting the challenging State academic standards
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Denison ISD implements a well-rounded instructional program designed to meet the academic needs of all students through aligned curriculum, professional learning communities (PLCs), and targeted interventions in reading and math. We monitor student progress using locally developed assessments, MAP Growth reports, and STAAR performance data to identify at-risk students and determine necessary supports. We provide additional educational assistance through intentional intervention plans and structured MTSS/RtI systems, ensuring students receive timely support aligned with academic standards. We also implement instructional strategies informed by ongoing professional development and walk-through data to strengthen instructional quality and improve school conditions for learning. Our district remains committed to closing achievement gaps and ensuring that all children, regardless of background, receive a high-quality education through a robust accountability and support system.

1.2: Identifying students who may be at risk for academic failure;

Denison ISD has adopted the fifteen state criteria delineated in Texas Education Code §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services. In addition to applying state criteria, the District has adopted local criterion used in identifying students eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school is under 26 years of age and who:

1 All Levels	Was not advanced from one grade level to the next for one or more school years; <ul style="list-style-type: none"> • <i>Note: Student remains at risk of dropping out of school for the remainder of his/her public school education</i> • <i>Excludes: Pre-kindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student’s parent</i>
2 Sec. only	Is in grade 7th – 12th, and did not maintain an average equivalent of 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester .
3 3rd -12th only	Did not perform satisfactorily on an instrument administered to the student under Subchapter B, Chapter 39, and who has not in previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.

1 All Levels	Was not advanced from one grade level to the next for one or more school years; <ul style="list-style-type: none"> • <i>Note: Student remains at risk of dropping out of school for the remainder of his/her public school education</i> • <i>Excludes: Pre-kindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student's parent</i>
4 Elem. only	Is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. <ul style="list-style-type: none"> • <i>Note: Do not use previous year's score for classification</i>
5 Sec. only	Is pregnant or is a parent <ul style="list-style-type: none"> • <i>Note: Students who gives up their child for adoption or student has a miscarriage shall not be identified under this criterion.</i>
6 Sec. only	Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year. <ul style="list-style-type: none"> • <i>Note: Section 37.006 describes a disciplinary education program not an in-school suspension (ISS) program</i>
7 All Levels	Has been expelled in accordance with Section 37.007, TEC during the preceding or current school year.
8 All Levels	Is currently on parole, probation, deferred prosecution , or other conditional release.
9 Sec. only	Was previously reported through PEIMS to have dropped out of school. <ul style="list-style-type: none"> • <i>Note: Student remains at risk of dropping out of school for the remainder of his/her public school education</i>
10 All Levels	Is an emergent bilingual student , as defined by 29.052. <ul style="list-style-type: none"> • <i>Note: The student no longer meets this criteria once the student has been reclassified and moves to monitoring status</i>
11 All Levels	Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
12 All levels	Is homeless, as defined by 42 U.S.C. Section 11302, and subsequent amendments. <ul style="list-style-type: none"> • <i>Note do not use previous year's Student Residency Questionnaires (SRQ's)</i>
13 All levels	Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14 All levels	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Sec. 1.07, Penal Code. <ul style="list-style-type: none"> • <i>Note: Student remains at risk of dropping out of school for the remainder of his/her public school education</i>
15 Sec. only	Has been enrolled in a dropout recovery school

1	Was not advanced from one grade level to the next for one or more school years;
All Levels	<ul style="list-style-type: none"> • <i>Note: Student remains at risk of dropping out of school for the remainder of his/her public school education</i> • <i>Excludes: Pre-kindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student's parent</i>
Local 16	Has been identified as having dyslexia.
All levels	<ul style="list-style-type: none"> • <i>Note: Not reported as at-risk in PEIMS</i>

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students’ performance on a readiness test or assessment instrument administered during the current school year (e.g., CIRCLE, TX-KEA, AMIRA, and MAP math achievement);
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- Retention rates
- Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding year school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- Previous dropout information
- LEP status
- Department of Protective and Regulatory Services(DPRS) referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school)

The campus coordinator works with teachers, principals, counselors, and other staff members to identify at-risk students and enter in the PEIMS student information system. Progress monitoring occurs quarterly.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student’s qualifying criteria. These services may include, but are not limited to, the following:

1. Intensive remediation services for state assessments
2. Intensive, supplemental reading and/or math programs
3. Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)

4. Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery –like services)
5. Individualized instruction
6. Study skills/Tracking Process (RtI)
7. Summer school / summer enhancement programs
8. Peer, teacher, community-member mentoring sessions
9. ACT/SAT preparation sessions for identified students
10. Counseling sessions / classroom guidance
11. Behavior Intervention (RtI Behavior Plan or BIP)
12. Teen parenting sessions
13. Extended early childhood programs / Prekindergarten

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Denison ensures that all children receive a high-quality education by supporting strong leadership, strategic staffing with certified teachers, positive school culture, high-quality instructional materials, and effective instruction supported by professional development and data. Denison ISD focuses on closing the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards by providing high-quality instruction, personalized learning, robust professional development for teachers, and strong family engagement, supported by strategic initiatives like expanded career and technical education (CTE) and leveraging data to identify and address learning disparities.

We also implement instructional strategies informed by ongoing professional development and walk-through data to strengthen instructional quality and improve school conditions for learning. Our district remains committed to closing achievement gaps and ensuring that all children, regardless of background, receive a high-quality education through a robust accountability and support system.

Descriptor 2: Teacher Quality

Denison ISD monitors and addresses teacher quality by implementing recruitment, induction, and retention strategies to ensure equitable access to effective educators for all students, including those from low-income and minority backgrounds. We actively recruit highly qualified teachers through job fairs and incentives, particularly in high-need certification areas such as ESL. We provide targeted professional development through initiatives such as the New Teacher Academy, New Teacher Mentor program, and ongoing instructional coaching. Additionally, we use the T-TESS appraisal system to support teacher growth and ensure effectiveness in all classrooms. These efforts help us reduce disparities in access to high-quality teaching.

Descriptor 3: School Improvement and Support Activities

The district evaluates STAAR scores for each campus in July and August. The Texas Education Agency (TEA) releases school improvement identification in August. Schools are identified for improvement based on the federal Every Student Succeeds Act (ESSA) and the state's academic accountability system, using criteria within the Closing the Gaps and State Accountability domains.

The TEA's identification for school improvement is a multi-layered process based on federal law.

1. Closing the Gaps Domain: All identification begins with campus performance data in the "Closing the Gaps" domain, which analyzes the performance of different student groups.

2. CSI First: The TEA identifies the lowest-performing Title I campuses and any campus with a low graduation rate for Comprehensive Support.
3. TSI Next: Any remaining campuses with consistently low-performing student groups are identified for Targeted Support.
4. ATS Final: A subset of TSI-identified campuses with particularly low-scoring student groups receive the Additional Targeted Support designation.

District Responsibilities for Identified Schools

1. Engage in a Diagnostic Process: Districts with identified CSI campuses must conduct an Effective Schools Framework (ESF) Diagnostic to identify specific areas needing improvement.
2. Appoint a District Coordinator of School Improvement (DCSI): A DCSI must be appointed to coordinate the intervention process and enter contact information into the TEA's Intervention, Stage, and Activity Manager (ISAM) system.
3. Develop an Improvement Plan: The district must develop and implement a Targeted Improvement Plan (TIP) or Turnaround Plan (TAP) that is approved by the local school board and the TEA.
4. Engage in Touchpoints with the TEA: Districts must regularly communicate and coordinate with the agency's school improvement staff throughout the planning and implementation process.

School improvement is communicated to parents through a combination of state-mandated reports and local district and campus communication efforts. The TEA provides tools and resources, such as the TXschools.gov website and communications toolkits, to help schools inform families about academic performance and progress.

School Report Card (SRC): Every campus in Denison provides parents with a School Report Card. The Texas Legislature mandates this. The report includes information on a school's individual characteristics, academic achievements, and financial data.

- This document combines the school's A–F accountability rating with data from other reports. The goal is to offer a broad overview of performance.
- Campuses distribute the SRC electronically or through official channels. Examples include a weekly student folder, report cards, Parent Square, or at parent-teacher conferences.

Descriptor 4: Measure of Poverty

Poverty measures are collected for all campuses on April 1 each year. Data is taken from parent income surveys on student enrollment, free and reduced lunch applications, TANF, and SNAP.

After receiving its district-level allocation, Denison ISD ranks its school attendance areas based on their poverty percentages and distribute funds accordingly.

- Campus ranking: Campuses are ranked in order of their percentage of low-income students, determined by the approved measures.
- Eligibility thresholds: To be eligible for Title I funding, a school must have a low-income percentage that is at or above the district's average percentage or 35%, whichever is lower.
- Funding allocation: Funds are then distributed to eligible schools based on their number of low-income students. Higher per-pupil allocations are provided to schools with higher poverty rates. Denison ISD prioritizes Title I funding to elementary and early childhood campuses. Campuses serving grades 5-12 receive State Compensatory Education funding.

A school's poverty rate also determines the type of Title I program it can operate.

- Schoolwide programs: Schools with a poverty rate of 40% or higher can implement a schoolwide program, which allows funds to be used to improve the performance of all students in the school.
- Targeted assistance programs: Schools with a poverty rate below 40% typically operate a targeted assistance program, where services are directed specifically toward the lowest-achieving students.

Poverty measure documentation is maintained by the Director of Special Programs.

Denison provides equitable services to Private Non-Profits and contracts with the Region 10 Education Service Center (ESC) as their service provider.

Descriptor 5: Nature of Programs

Title I, Part A funds are allocated based on the number of economically disadvantaged students. All identified campuses in Denison ISD are Schoolwide programs. These funds are provided to supplement campus funds and provide additional resources to serve our students. On a schoolwide program campus, Title I money is combined with other funding sources to enhance the overall educational program for all students on campus. Denison ISD employs teachers, tutors, campus parent involvement coordinators, and instructional assistants through this funding source. Funds are also used for elementary summer school, staff development, computer hardware, software, and instructional materials. The 2025-2026 entitlement is \$1,219,831.00.

Descriptor 6: Services to Homeless Children and Youth

Denison ISD provides services to support homeless students in compliance with the McKinney-Vento Homeless Assistance Act. We coordinate with campus counselors, social services, and external partners to ensure homeless students have access to enrollment assistance, academic support, school supplies, transportation, and counseling services to promote school stability and academic success. Funds reserved for services for homeless children and youth are determined based on attendance and academic data and historical expenditures.

Descriptor 7: Parent and Family Engagement Strategy

Denison ISD fosters strong parent and family engagement through varied strategies, including parent workshops, newsletters, and community events. We train campus leaders to improve outreach efforts and develop PTOs to strengthen family involvement. These efforts are supported by Title I funds and aligned with campus goals to ensure all families have meaningful opportunities to support their children's education.

The district's Parent and Family Engagement Policy is included in the student handbook. The plan is reviewed and revised annually with parent and community input.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Denison ISD opened Houston Early Childhood School at the beginning of the 2025-2026 school year. The campus serves PreK 3 and 4 students including Head Start and Early Childhood Special Education (ECSE). Denison ISD hosts Prekindergarten enrollment events annually to support parents with enrollment and the transition to PreK. Events are held collaboratively with Head Start and ECSE. The campus collaborates with elementary campuses to support smooth transitions into kindergarten. Annual kindergarten transition events include Kindergarten Round-up, parent transition meetings, open house, and meet the teacher nights.

PreK instruction is aligned with the Texas Prekindergarten Guidelines. Student progress is evaluated at the beginning, middle, and end of year in health and wellness, emergent literacy language and communication, emergent literacy reading, emergent literacy writing and mathematics using a commissioner-approved progress monitoring instrument.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Denison ISD does not currently operate any Targeted Assistance programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Denison ISD implements multiple strategies to facilitate successful transitions from middle to high school and from high school to postsecondary education. Programs are planned collaboratively among campuses, community organizations, and campus committees.

We offer dual enrollment through OnRamps and the Collegiate High School partnership. Students can also earn industry-based certifications through CTE programs. We monitor College, Career, and Military Readiness (CCMR) indicators and use early warning systems to support student success.

Pre-enrollment and planning (PEP) conferences are conducted each spring with 8th grade students and parents to facilitate the transition from middle school to high school and to develop an Individual Graduation Plan (IGC).

A College and Career Fair held annually at Denison High school with over 100 representatives from colleges, local companies, and all branches of the military. The fair hosted for juniors and seniors focuses on preparing them for post-graduation opportunities.

Denison High School offers the AVID (Advancement Via Individual Determination) program as an elective course to support students in grades 7-12 to prepare for college and career success. It targets academically average students with high potential who are in the middle of the academic spectrum and are will to work hard. It equips students with organizational skills, strategies for writing and reading, and critical thinking through tutor-led inquiry and collaboration sessions. AVID helps students develop the skill and mindset needed to excel in rigorous college preparatory courses and achieve their postsecondary goals.

Students in grades 7-12 use Xello, a career planning software. Xello puts students at the center of their planning experience. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills and experiences.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Pre-enrollment and planning (PEP) conferences are conducted each spring with 8th grade students and parents to facilitate the transition from middle school to high school and to develop an Individual Graduation Plan (IGC).

A College and Career Fair held annually at Denison High school with over 100 representatives from colleges, local companies, and all branches of the military. The fair hosted for juniors and seniors focuses on preparing them for post-graduation opportunities.

Students in grades 7-12 use Xello, a career planning software. Xello puts students at the center of their planning experience. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills and experiences.

Descriptor 11: Discipline Disproportionality

Denison ISD supports efforts to reduce discipline disproportionality by implementing Positive Behavior Interventions and Supports (PBIS), social-emotional learning programs like Ripple Effects and Quaver, and monthly discipline meetings to analyze data trends. We train staff in trauma-informed practices and promote alternatives to exclusionary discipline, ensuring equitable behavior management across student groups.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Denison ISD coordinates academic and career readiness programs through CTE pathways, including partnerships with industry professionals and advisory councils. We provide students with access to work-based learning opportunities and certifications aligned to high-demand careers. These programs integrate academic and technical content to promote college and career readiness for all students.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Denison ISD is deeply committed to blending academic learning with real-world career preparation:

- **Advanced Manufacturing Program (AMP)** equips students with in-demand manufacturing skills, college credits, and certifications—all tuition-free and paired with paid internships.
- The **electronic engineering lab** positions students for success in high-tech industries immediately after high school.
- The **Goodwill partnership** fosters practical workplace skills and early resume development.
- The regional **Center for Workplace Learning (CWL) initiative** expands training opportunities beyond manufacturing, tailoring programs to community and employer needs.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Denison ISD uses local funds, state funds, and federal funds to support enrichment opportunities such as fine arts and technology integration, and to increase student access to gifted and talented services. We invest in curriculum development, digital literacy initiatives, and school library enhancements to support student achievement and foster innovative learning environments.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

All campuses within Denison ISD share a consistent mission for their libraries: to create "a warm, safe, and positive environment for students to learn, grow, and explore," fostering a love for reading while equipping students with information literacy skills to become independent, 21st-century thinkers. The libraries support teachers' curricula with up-to-date

materials.

The district emphasizes intellectual freedom, encouraging students to read across genres, eras, formats, topics, and perspectives. Initiatives that engage include:

1. Jackets' Little Libraries

- Denison ISD introduced "Jackets Little Libraries" - mini "take a book, leave a book" stations installed at each campus to give students year-round access to books, especially during weekends and summer when library access can be limited.
- This project is a collaborative effort involving the library coordinator, construction/tech students who built the libraries, students in ag mechanics who created signage, and the maintenance crew for installation.

2. Book Vending Machines

- Grants from Simmons Bank funded the book vending machine.
- Students earn golden tickets (for good behavior) which they exchange for a coin to use in the machine - mixing fun incentives with literacy to help students build miniature home libraries.

Many campuses leverage digital tools to enrich library access by:

- Providing access to an online Symbaloo bookmarking tool, Destiny Discovery catalog, TexQuest research links, and Sora eBooks/audiobooks.
- Emphasizing helping students learn how to locate "good-fit books" and participating in their reading community via READsquared.
- Offering over 12,000 physical titles and e-resources like Gale, Britannica School, and EBSCO, along with online catalog, research computers, and study spaces.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Craig	Parent Engagement	Mayes	1
Autumn Terriere	Instructional Assistant	Houston	1
Bernadette Pacheco	Instructional Assistant	Mayes	1
Diana Streller	Instructional Assistant	Terrell	1
Donielle Reynolds	Instructional Assistant	Terrell	1
Emily Devoll	Instructional Assistant	Hyde Park	1
Jenna Dornstadter	Instructional Assistant	Lamar	1
Jennifer Chapman	Reading Interventionist	Terrell	1
Karen Dill	Parent Engagement	Lamar	1
Kelly Hayes	Instructional Assistant	Terrell - LRC	1
Kenna Brandt	Reading Interventionist	Lamar	1
Kim Anderson	Reading Interventionist	Mayes	1
Marian Evans	Instructional Assistant	Houston - LRC	1
Melonie Terrones	Parent Engagement	Terrell	1
Pam Bellermand	Reading Interventionist	Hyde Park	1
Robin Hatfield	Instructional Assistant	Lamar	1
Sarah Hudson	Parent Engagement	Hyde Park	1
Sherri Knobbe	Parent Engagement	Houston	1
Stacey Grantland	Instructional Assistant	Lamar	1
Staci Avila	Instructional Coach	Houston	.5
Veronica Jones	Instructional Assistant	Mayes	1
Veronica Winnett	Instructional Assistant	Lamar	1
Yencys Rodriguez	Reading Interventionist	Mayes	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Jacqueline Woolford

District Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6100	\$20,000.00
1	1	2		6100	\$2,000.00
1	1	4		6100	\$200,000.00
1	1	5			\$25,000.00
1	1	6		6100	\$35,000.00
1	1	7		6100	\$130,000.00
1	1	9		6100	\$98,000.00
1	1	10			\$850.00
1	1	11			\$2,880,792.00
1	1	12		6100	\$28,000.00
1	1	13		6100, 6200, 6300,6400	\$60,000.00
1	1	14	Summer School		\$63,765.00
1	2	5			\$61,515.00
1	2	6		6300	\$145,000.00
1	2	7		6100	\$0.00
1	3	1		6100	\$0.00
1	3	2		6100,6200,6400	\$5,000.00
1	3	3			\$0.00
1	3	5			\$15,000.00
1	3	6		6100	\$15,000.00
1	3	7			\$0.00
1	4	1			\$3,000.00
1	4	3		6300	\$1,500.00
1	4	4		6100	\$0.00
1	5	1			\$0.00
1	5	2			\$0.00

199 Regular Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3		6100,6300	\$0.00
1	5	6		6300	\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4		6300	\$0.00
1	7	1		6100	\$0.00
1	7	5			\$850.00
1	8	1			\$0.00
1	8	2	Early Childhood Allotment		\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	10	1		6200,6400	\$0.00
1	10	2		6100	\$0.00
1	10	3		6100,6300	\$0.00
1	10	4			\$0.00
1	10	5		6100,6400	\$0.00
1	10	7		6100	\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
2	1	1		6200,6300	\$0.00
2	1	2		6100	\$1,000.00
2	1	3		6100	\$1,000.00
2	1	4		6300	\$0.00
2	1	7			\$2,000.00
2	1	8			\$0.00
2	2	1		6100	\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
2	2	3		6100	\$0.00
3	1	1			\$300.00
3	1	4			\$2,000.00
3	1	5			\$2,000.00
3	1	6			\$500.00
3	1	7			\$1,000.00
3	1	8			\$1,000.00
3	1	9			\$1,000.00
3	1	10			\$3,000.00
3	1	11			\$112,608.00
3	1	12			\$2,000.00
4	1	1		6100	\$0.00
4	1	2		6100	\$0.00
4	1	4		6100	\$0.00
4	1	5		6100	\$0.00
4	1	6		6100	\$0.00
4	1	7		6100	\$0.00
4	1	8		6100,6300	\$0.00
4	1	9		6100,6300	\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	5		6100,6300	\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
Sub-Total					\$3,919,680.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		6100	\$15,000.00

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		6100	\$10,000.00
1	1	15		6300	\$15,500.00
1	2	10			\$0.00
1	3	9			\$0.00
1	4	5		6100,6200	\$1,000.00
1	5	6		6100,6300	\$0.00
1	6	6			\$0.00
Sub-Total					\$41,500.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		6200,	\$27,000.00
1	1	13		6300	\$2,900.00
1	1	15		6300	\$169,800.00
1	10	1		6400	\$0.00
1	10	5		6100,6400	\$0.00
1	10	6		6100	\$0.00
Sub-Total					\$199,700.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6100	\$15,000.00
1	1	2		6100	\$3,000.00
1	1	3		6100	\$6,000.00
1	1	4		6100	\$5,500.00
1	1	6		6100	\$3,500.00
1	1	11		6400	\$17,300.00
1	1	15		6300	\$96,500.00
1	2	3		6300	\$25,000.00
1	2	6		6300	\$5,000.00
1	2	7		6100	\$0.00
1	2	8			\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		6400	\$2,000.00
1	3	3			\$0.00
1	3	7			\$0.00
1	9	1	Instructional staff, Tutors, materials, supplies, technology		\$0.00
4	1	3		6100	\$0.00
4	1	4		6100	\$0.00
4	2	5		6100	\$0.00
Sub-Total					\$178,800.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		6100	\$164,974.00
1	1	4		6100	\$164,974.00
1	1	5		6100	\$15,142.00
1	1	6		6100	\$1,289,650.00
1	1	8		6100, 6400	\$15,000.00
1	1	9		6100	\$166,260.00
1	1	11		6200,6400	\$11,028.00
1	1	14	Summer Accelerated Instruction		\$50,000.00
1	1	15		6300	\$24,249.00
1	2	3			\$523,487.00
1	2	5			\$450,000.00
1	2	6		6300	\$6,800.00
1	2	7		6100	\$0.00
1	2	8		6100, 6300	\$0.00
1	3	5			\$75,000.00
1	3	6		6100	\$18,000.00
1	3	7			\$0.00
1	4	3		6300	\$1,000.00
1	4	4		6100	\$0.00
1	5	1			\$0.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3		6100,6300	\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4		6300	\$0.00
1	8	1			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	9	1	Instructional staff, Tutors, materials, supplies, technology		\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
2	1	2			\$1,000.00
2	1	5		6100	\$120,000.00
3	1	3			\$155,000.00
4	1	1		6100	\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$3,251,564.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		6100	\$45,055.00
1	1	11		6200,6400	\$7,287.00
1	1	13		6300	\$11,600.00
1	1	15		6300	\$44,209.00
1	2	1			\$200.00
1	2	6		6300	\$3,000.00
1	2	7		6100	\$0.00
1	3	2		6400	\$500.00
1	4	1			\$1,000.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4		6100	\$0.00
1	5	3		6100,6300	\$0.00
1	7	2			\$6,225.00
1	7	3			\$0.00
1	7	4			\$9,050.00
1	9	1	Materials, supplies, technology		\$0.00
4	2	1			\$0.00
4	2	5		6100	\$0.00
Sub-Total					\$128,126.00
199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		6100	\$26,000.00
1	1	13		6300	\$34,000.00
1	1	15		6300	\$37,400.00
1	2	3			\$330,000.00
1	2	7		6100	\$0.00
1	4	3		6300	\$1,000.00
1	4	4		6100	\$0.00
1	5	3		6100,6300	\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	10	3		6300	\$0.00
1	10	5		6100,6400	\$0.00
Sub-Total					\$428,400.00
199 36 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2			\$0.00
Sub-Total					\$0.00

199 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15		6300	\$3,400.00
4	2	1			\$0.00
Sub-Total					\$3,400.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist	6100	\$380,000.00
1	1	6		6100	\$380,000.00
1	1	11		6100,6200,6300,6400	\$3,000.00
1	1	12			\$1,200,000.00
1	1	13		6100, 6200, 6400	\$7,000.00
1	1	14	Summer Accelerated Instruction		\$60,000.00
1	1	15		6300	\$45,000.00
1	2	1			\$500.00
1	2	2			\$15,000.00
1	2	3			\$15,000.00
1	2	4			\$1,000.00
1	2	6		6300	\$35,000.00
1	2	7		6100	\$0.00
1	3	2		6100	\$14,000.00
1	3	5			\$3,000.00
1	3	6	Tutors	6100	\$41,000.00
1	4	1			\$6,000.00
1	4	4		6100	\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	8	1	Personnel		\$860,000.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5	Trainers and Training materials		\$12,400.00
1	9	1	Instructional staff, Tutors, materials, supplies, technology		\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$12,400.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3	Materials and Software	6300	\$25,000.00
1	12	2			\$5,000.00
2	2	2		6100,6300	\$0.00
2	2	3		6100	\$0.00
4	1	1		6100	\$0.00
4	1	2			\$0.00
4	1	5		6100	\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$4,500.00
4	2	5		6100,6300	\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
Sub-Total					\$3,124,800.00
211 Title I 1003 School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$3,000.00
Sub-Total					\$3,000.00

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		6100	\$78,000.00
1	1	11		6400	\$15,000.00
1	1	13		6300	\$6,000.00
1	1	15		6300	\$35,500.00
1	2	6		6300	\$12,000.00
1	2	7		6100	\$0.00
1	4	1			\$2,000.00
1	11	3			\$0.00
2	1	3			\$2,000.00
2	1	7			\$35,000.00
3	1	4			\$1,000.00
3	1	5			\$1,000.00
4	1	3		6100	\$0.00
4	1	4		6100	\$0.00
Sub-Total					\$187,500.00
225 33 Special Education Pre-k					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15		6300	\$1,400.00
4	2	1			\$0.00
Sub-Total					\$1,400.00
244 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		6400	\$3,000.00
1	1	15		6300	\$51,356.00
1	10	1		6200,6400	\$0.00
1	10	2			\$0.00
1	10	5		6100,6400	\$0.00
1	10	6		6100	\$0.00
1	10	7			\$0.00
1	11	2			\$0.00

244 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$54,356.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		6100	\$5,000.00
1	1	3		6100	\$55,000.00
1	1	5		6100	\$25,000.00
1	1	11		6100,6200,6300,6400	\$185,300.00
1	1	13		6100, 6200, 6400	\$15,000.00
1	1	16			\$0.00
1	2	1			\$2,000.00
1	2	2			\$30,000.00
1	3	1		6100	\$0.00
1	3	2		6100,6200,6400	\$29,000.00
1	3	5			\$0.00
1	4	1			\$8,000.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	6			\$0.00
1	8	1			\$0.00
1	9	2			\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	12	2			\$0.00
Sub-Total					\$354,300.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13		6300	\$20,600.00
1	1	15		6300	\$15,098.00

263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6		6300	\$5,000.00
1	7	3			\$0.00
1	7	4			\$3,400.00
1	8	5			\$0.00
1	9	4			\$0.00
2	2	2			\$0.00
4	2	4			\$0.00
Sub-Total					\$44,098.00
282 ESSER III (ARP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
2	1	5		6100	\$25,000.00
2	1	8			\$0.00
2	2	3		6100	\$50,000.00
4	3	3			\$0.00
Sub-Total					\$75,000.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		6100	\$30,015.00
1	1	13		6300	\$7,300.00
1	1	15		6300	\$22,000.00
1	2	7		6100	\$0.00
1	3	6		6100	\$10,000.00
1	3	7			\$0.00
1	9	1	Instructional staff, Tutors, materials, supplies, technology		\$0.00
Sub-Total					\$69,315.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8		6100, 6300	\$0.00
1	11	3		6300	\$3,000.00

288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,000.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		6100	\$14,000.00
1	1	7			\$15,000.00
1	1	13		6300	\$2,000.00
1	1	15			\$0.00
1	5	4	STEM Supplies		\$0.00
1	9	1	Special programs, STEM, after school enrichment,		\$0.00
1	11	3			\$2,800.00
2	1	7			\$20,000.00
3	1	1			\$200.00
3	1	5			\$10,000.00
3	1	10			\$10,000.00
3	1	11			\$13,000.00
3	1	12			\$1,000.00
3	1	14		6100, 6300	\$25,000.00
Sub-Total					\$113,000.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$0.00
1	3	9			\$0.00
1	4	5		6100,6200	\$5,000.00
1	5	6		6100,6200	\$0.00
1	6	6			\$0.00
1	10	2		6100	\$0.00
Sub-Total					\$5,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025

Addendums

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District may enter into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

A school resource officer shall perform duties as described in the agreement and as included below in the section on Authority, the District improvement plan and the Student Code of Conduct.

**School Security
Officers**

To implement the District's comprehensive safety programs, the District may also employ security officers who have been previously commissioned by a law enforcement agency or who have not been commissioned. School security officers shall perform duties as assigned by the Superintendent to protect school property and provide for the safety and welfare of students, employees, parents, visitors, and others who are present on District premises or at District events.

Authority

School resource officers and school security officers shall be accountable to and shall report to the Superintendent. They shall have authority over all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control. Subject to limitations in law, the District's school resource officers and school security officers shall have the authority to:

1. Protect the safety and welfare of any person on property of the District and protect the property of the District.
2. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
3. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
4. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
5. Carry weapons as approved by the Superintendent.
6. Carry out all other duties as directed by the Superintendent.

The District's school resource officers and school security officers shall not be assigned routine classroom discipline or administrative tasks.

Training

All District officers shall receive at least the minimum amount of education and training required by law.

Complaints

Complaints against a District school security officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the security officer a copy of the complaint. [See Complaints Against Peace Officers at CKEA(LEGAL)]

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

Note: For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB.

Mental Health Condition

“Mental health condition” means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

The Texas Education Agency (TEA), in coordination with the Health and Human Services Commission and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each district may select from the list a program or programs appropriate for implementation in the district.

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

“School climate” means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students

enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and
Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;
2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;
5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and
6. Include procedures:
 - a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and
 - b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must

prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)–(f), (i)–(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Education Code 38.352*

Consent to Examinations, Tests, or Treatment

A district employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or
2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1) [See FNG]

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling, see FFEA.]

**Professional's
Authority**

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court
Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DP for more information about LSSP and school counselor responsibilities.]

Consent to LSSP

Informed consent for a licensed specialist in school psychology (LSSP) must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any TSBEP rules, is necessary in this context.

22 TAC 465.38(g)

Professional
Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct.

Family Code 32.004(d)

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.

2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

**Psychotropics and
Psychiatric
Evaluations**

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or
2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or

3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse
Reporting

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFG]

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child

and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

Table of Contents	Dating Violence	2
	Sexual Harassment.....	2
	Designation of Title IX Coordinator	3
	Parties Entitled to Notice	3
	Reporting.....	3
	Notification of Policy	3
	Publication Requirements.....	3
	Complaint Procedures	4
	Response to Sexual Harassment	4
	Title IX Coordinator Response.....	6
	Process for Title IX Formal Complaint	7
	Recordkeeping	15
	Retaliation Prohibited	16
	Confidentiality.....	17

Note: The following legal provisions address dating violence and sexual harassment. For legal provisions addressing discrimination on the basis of disability, sex, and other protected characteristics, see FB.

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan.

A dating violence policy must:

1. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
2. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators at each district campus that instructs students in grade 6 or higher, counseling for affected students, and awareness education for students and parents.

Education Code 37.083, .0831 [See BQ]

Note: References to Title IX, part, or subpart in the following legal provisions refer to Title IX and its corresponding regulations.

The U.S. Department of Education's Office for Civil Rights has issued a formal interpretation that discrimination on the basis of sex under Title IX includes discrimination on the basis of sexual orientation and gender identity.

Sexual Harassment

A district may develop and implement a sexual harassment policy to be included in the district improvement plan. *Education Code 37.083* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a district employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor Indep. Sch. Dist., 15 F.3d 443 (5th Cir. 1994)*

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

	<p>A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX. <i>34 C.F.R. 106.45; 20 U.S.C. 1681</i> [See also FB regarding Title IX]</p>
Designation of Title IX Coordinator	<p>A district must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, which employee must be referred to as the "Title IX Coordinator."</p>
Parties Entitled to Notice	<p>The district must notify applicants for admission and employment, students, parents or legal guardians, employees, and all professional organizations holding professional agreements with the district ("Parties Entitled to Notice") of the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator.</p> <p><i>34 C.F.R. 106.8(a)</i></p>
Reporting	<p>Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.</p>
Notification of Policy	<p>A district must notify the Parties Entitled to Notice, above, that the district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. The notification must state that the requirement not to discriminate in the education program or activity extends to employment, and that inquiries about the application of Title IX to such district may be referred to the district's Title IX Coordinator, to the assistant secretary for civil rights of the Department of Education, or both.</p> <p><i>34 C.F.R. 106.2(d), .8(b)(1)</i></p>
Publication Requirements	<p>A district must prominently display the contact information required to be listed for the Title IX Coordinator and the nondiscrimination policy described at Notification of Policy, above, on its website, if any, and in each handbook that it makes available to the Parties Entitled to Notice, above.</p>

A district must not use or distribute a publication stating that the district treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by Title IX.

34 C.F.R. 106.8(b)(2)

Note: To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

Complaint
Procedures

A district must adopt and publish procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX and a Title IX formal complaint process that complies with 34 C.F.R. 106.45 for formal complaints as defined below.

A district must provide notice to the Parties Entitled to Notice, above, of the district's procedures and Title IX formal complaint process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the district will respond.

The requirements of this provision apply only to sex discrimination occurring against a person in the United States.

34 C.F.R. 106.8(c)–(d)

Response to Sexual
Harassment
Definitions

"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary and secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the district with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Consent” is not defined by the Title IX regulations, nor do the regulations require districts to adopt a particular definition of consent with respect to sexual assault.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to a Title IX formal complaint, and must comply with the requirements of the Title IX formal complaint process, including the informal resolution process.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity; or
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal

complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

34 C.F.R. 106.2, .30(a)

*Deliberate
Indifference*

A district with actual knowledge of sexual harassment in an education program or activity of the district against a person in the United States, must respond promptly in a manner that is not deliberately indifferent. A district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

*Education
Program or
Activity*

For the purposes of 34 C.F.R. 106.30 [see Definitions, above] and 106.45 [see Process for Title IX Formal Complaint, below], "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

34 C.F.R. 106.44(a)

Title IX Coordinator
Response

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must respond in this manner with or without a formal complaint. *34 C.F.R. 106.44(b)(1)*

*Supportive
Measures
Required*

A district's response must treat complainants and respondents equitably by offering supportive measures and by following a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below] before the imposition of any disciplinary

sanctions or other actions that are not supportive measures against a respondent. [For Emergency Removal procedures, see below.]

Constitutional Restrictions

The Department of Education may not deem a district to have satisfied the district's duty to not be deliberately indifferent under Title IX based on the district's restriction of rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment.

34 C.F.R. 106.44(a)

Response to a Formal Complaint

In response to a formal complaint, a district must follow a process that complies with 34 C.F.R. 106.45 [see Process for Title IX Formal Complaint, below]. *34 C.F.R. 106.44(b)(1)*

Emergency Removal

The Title IX regulations do not preclude a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district:

1. Undertakes an individualized safety and risk analysis;
2. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
3. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

34 C.F.R. 106.44(c)

Administrative Leave

The Title IX regulations do not preclude a district from placing a nonstudent employee respondent on administrative leave during the pendency of a Title IX formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. *34 C.F.R. 106.44(d)*

Process for Title IX
Formal Complaint

For the purpose of addressing formal complaints of sexual harassment, a district's process must comply with the following requirements. Any provisions, rules, or practices other than those required by this provision that a district adopts as part of its process for handling formal complaints of sexual harassment must apply equally to both parties. *34 C.F.R. 106.45(b)*

A district's Title IX formal complaint process must:

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following a process that complies with the Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures; however, remedies need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent;
2. Require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
3. Require that any individual designated by a district as a Title IX Coordinator, investigator, decision-maker, or any person designated by a district to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A district must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and Title IX formal complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. A district must ensure that decision-makers receive training on any technology to be used at a live hearing, if any, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. [See Hearings, below] A district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. [See Investigation of a Formal Complaint, below] Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

4. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process;
5. Include reasonably prompt time frames for conclusion of the Title IX formal complaint process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes, and a process that allows for the temporary delay of the Title IX formal complaint process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
6. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility;
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
8. Include the procedures and permissible bases for the complainant and respondent to appeal;
9. Describe the range of supportive measures available to complainants and respondents; and
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

34 C.F.R. 106.45(b)(1)

*Notice of
Allegations*

Upon receipt of a formal complaint, a district must provide the following written notice to the parties who are known:

1. Notice of the district's Title IX formal complaint process, including any informal resolution process.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - a. The identities of the parties involved in the incident, if known;
 - b. The conduct allegedly constituting sexual harassment; and
 - c. The date and location of the alleged incident, if known.

The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Title IX formal complaint process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney and may inspect and review evidence [see Investigation of a Formal Complaint, below]. The written notice must inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the Title IX formal complaint process.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, above, the district must provide notice of the additional allegations to the parties whose identities are known.

34 C.F.R. 106.45(b)(2)

*Dismissal of a
Formal Complaint*

The district must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the district's code of conduct.

The district may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by

the district; or specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted pursuant to 34 C.F.R. 106.45(b)(3), the district must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

*Consolidation of
Formal
Complaints*

A district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a Title IX formal complaint process involves more than one complainant or more than one respondent, references in this provision to the singular "party," "complainant," or "respondent" include the plural, as applicable.

34 C.F.R. 106.45(b)(3)–(4)

*Investigation of a
Formal Complaint*

When investigating a formal complaint and throughout the Title IX formal complaint process, a district must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a Title IX formal complaint (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3 then the district must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3) [see FL(LEGAL) at Education Records];
2. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
3. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
4. Provide the parties with the same opportunities to have others present during any Title IX formal complaint proceeding, including the opportunity to be accompanied to any related

meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or Title IX formal complaint proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten days to submit a written response, which the investigator will consider prior to completion of the investigative report. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
7. Create an investigative report that fairly summarizes relevant evidence and, at least ten days prior to a hearing (if a hearing is required or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

34 C.F.R. 106.45(b)(5)

Hearings

The district's Title IX formal complaint process may, but need not, provide for a hearing. With or without a hearing, after the district has sent the investigative report to the parties pursuant to 34 C.F.R. 106.45(b)(5)(vii) [see Investigation of a Formal Complaint, above] and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any

party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant. *34 C.F.R. 106.45(b)(6)(ii)*

*Determination
Regarding
Responsibility*

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the district must apply the standard of evidence described at Process for Title IX Formal Complaint, above.

The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties

with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

34 C.F.R. 106.45(b)(7)(i)–(ii)

*Implementation
of Remedies*

The Title IX Coordinator is responsible for effective implementation of any remedies. *34 C.F.R. 106.45(b)(7)(iv)*

Appeals

A district must offer both parties an appeal from a determination regarding responsibility, and from a district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

A district may offer an appeal equally to both parties on additional bases.

As to all appeals, the district must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal complies with the standards in the Title IX regulations regarding conflict of interest and bias [see Process for Formal Title IX Complaint, item 3, above];
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

34 C.F.R. 106.45(b)(8)

*Informal
Resolution*

A district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with Title IX. Similarly, a district may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1. Provides to the parties a written notice disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

34 C.F.R. 106.45(b)(9)

Recordkeeping

A district must maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A district must make these training materials publicly available on its website or if the district does not maintain a website the district must make these materials available upon request for inspection by members of the public.

For each response required under Title IX Coordinator Response, above, a district must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity.

If a district does not provide a complainant with supportive measures, then the district must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

34 C.F.R. 106.45(b)(10)

Retaliation
Prohibited

No district or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX.

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed according to the Process for Title IX Formal Complaint above.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by Title IX.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX

formal complaint proceeding does not constitute retaliation prohibited by Title IX, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

34 C.F.R. 106.71(a)–(b)

Confidentiality

The district must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA) statute, 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. *34 C.F.R. 106.71(a)*

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment
By an Employee**

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of</p>

	areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
Response to Sexual Harassment—Title IX	For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).
General Response	<p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none">• Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;• Consider the complainant's wishes with respect to supportive measures; and• Explain to the complainant the option and process for filing a formal complaint. <p>The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p>

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal
Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Dr. David Kirkbride
Position: Assistant Superintendent for Administration
Address: 1201 S. Rusk Avenue, Denison, TX 75020
Email: [Title IX coordinator](mailto:dkirkbride@denisonisd.net) (dkirkbride@denisonisd.net)
Telephone: (903) 462-7000

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Dr. David Kirkbride
Position: Assistant Superintendent for Administration
Address: 1201 S. Rusk Avenue, Denison, TX 75020
Email: [ADA/Section 504 coordinator](mailto:dkirkbride@denisonisd.net) (dkirkbride@denisonisd.net)
Telephone: (903) 462-7000

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

DENISON

STAAR & EOC - Spring 2022

Math	Grade	Approaches %	Meets %	Masters %
DENISON	3	76	49	18
State	3	70	42	21
DENISON	4	74	43	23
State	4	69	41	23
DENISON	5	78	45	24
State	5	75	46	23
DENISON	6	79	43	17
State	6	72	37	15
DENISON	7	62	31	11
State	7	59	29	12
DENISON	8	67	25	4
State	8	69	38	13

Reading	Grade	Approaches %	Meets %	Masters %
DENISON	3	81	50	26
State	3	77	52	31
DENISON	4	78	56	27
State	4	77	54	28
DENISON	5	81	53	30
State	5	80	57	37
DENISON	6	74	46	24
State	6	69	42	22
DENISON	7	78	48	31
State	7	78	54	36
DENISON	8	82	53	35
State	8	82	56	36

Science	Grade	Approaches %	Meets %	Masters %
DENISON	5	69	41	15
State	5	66	37	17
DENISON	8	82	53	28
State	8	73	43	22

Spanish Reading	Grade	Approaches %	Meets %	Masters %
DENISON	3	31	19	13
State	3	55	24	14
DENISON	4	27	13	13
State	4	49	29	15
DENISON	5	71	29	14
State	5	64	34	14

Social Studies	Grade	Approaches %	Meets %	Masters %
DENISON	8	70	33	18
State	8	59	29	17

Algebra I	EOC	Approaches %	Meets %	Masters %
DENISON		83	59	39
State		74	46	30

English I	EOC	Approaches %	Meets %	Masters %
DENISON		66	50	14
State		63	48	11

Biology	EOC	Approaches %	Meets %	Masters %
DENISON		90	72	27
State		82	57	23

English II	EOC	Approaches %	Meets %	Masters %
DENISON		77	61	9
State		71	57	9

US History	EOC	Approaches %	Meets %	Masters %
DENISON		90	78	41
State		89	71	44

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Denison ISD
Region: Region 10

Priority for Service (PFS) Action Plan

School Year: 2022 –2023

Filled Out By: Jesús Navarrete
Date: September 2022-August 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p> <p>To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.</p>	<p>Objective(s): To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1.The progress of the student will be monitored by the ESC MEP incoordination with appropriate school district personnel who havePriority for Service students. Since progress will be determined bythe grading system of the school district, it will be monitored usingthe Priority for Service (PFS) Student Progress Review forms.Academic goals will be revised according to the academic success ofthe students as outlined in their respective PFS Progress ReviewSheets. 2.The progress and determined needs of the PFS will be communicatedto appropriate personnel identified in the Action Plan in order tosupport academic success. 3.The services and/or resources provided in the PFS will be alignedwith the identified academic needs of the student in order to meetthe requirements of the rigorous curricula implemented in the stateof Texas. (See Migrant Education Program PFS/Migrant Plan ofAction-SDP)
---	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Year-round	Region 10 ESC Migrant Education Program (MEP) Staff	Priority for Service (PFS Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of the academic year	LEA (MEP) Contact Region 10 ESC MEP Staff	Completed PFS Action Plan Quarterly PFS Student Progress Review form
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Quarterly or at the end of grading term	LEA (MEP) Contact and/or staff	PAC Meeting documentation, phone and emails, home visit logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			

Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
Additional Activities			

Shonda Cannon
[Shonda Cannon \(Aug 12, 2022 11:07 CDT\)](#)

LEA Signature

Date Completed

ESC Signature

Date Received